



THOMAS B. FORDHAM FOUNDATION

Sponsorship Accountability Report

2006-2007



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Thomas B. Fordham Foundation
400 East Fifth Street, Suite 250
Dayton, OH 45402
937.227.3368



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We would like to extend special thanks to Andrew Boy, Linda Brown, and the team at Building Excellent Schools, whose tireless efforts have led to the development of Columbus Collegiate Academy, a new middle school that will open its doors and serve its first class of sixth grade students in the fall of 2008. We also extend our deep appreciation to Lizz Pawlson of the KIPP Foundation, Judge Algenon Marbley and the KIPP: Central Ohio governing authority, Mark Real and his team at kidsohio.org, and Kristina Phillips Schwartz of the Thomas B. Fordham Institute. As a result of their dedication and commitment, the first KIPP school in Ohio will open in 2008, expecting to serve approximately 90 fifth grade students in its inaugural year.

Mission Statement of the Thomas B. Fordham Foundation

The Thomas B. Fordham Foundation believes that all children deserve a high-quality K-12 education at the school of their choice. Nationally and in our home state of Ohio, we strive to close America's vexing achievement gaps by raising standards, strengthening accountability, and expanding education options for students and families.

Our work is grounded in these convictions:

- schools exist to meet the educational needs of children, not the interests of institutions or adults;
- the path to increased student learning is to set ambitious standards, employ rigorous assessments, and hold students, teachers and schools accountable for performance, while giving educators the freedom, authority, and resources they need to do the job;
- every school should deliver a comprehensive, content-rich curriculum taught by knowledgeable teachers; and
- all parents should have the opportunity to select among a variety of high-quality schools for their children.

We advance the reform of American education by:

- engaging in solid research and provocative analysis;
- disseminating information and ideas that shape the debate;
- supporting quality schools and organizations in our hometown of Dayton and across the state of Ohio;
- identifying and developing talent for roles in education policy leadership and scholarship;
- sponsoring charter schools in Ohio and building their academic excellence; and
- informing policy makers at every level about promising solutions to pressing education problems.

Introduction and Lessons Learned

By Chester E. Finn, Jr. and Terry Ryan

On more than a few occasions, we've been asked, "Why does Fordham sponsor charter schools?" Of course, the unspoken question is either "This isn't really part of your core competency, is it?" or "Weren't you getting along pretty well doing research and think-tank work? Why did you take on this additional headache?"

In fact, the Thomas B. Fordham Foundation and its sister organization, the Fordham Institute, have done OK as a Washington-based policy research outfit. Last year, the Editorial Projects in Education Research Center (affiliated with *Education Week*) listed Fordham as the ninth most influential education organization in America, trailing Achieve, EdTrust, the National Education Association and a few others. We keep plenty busy with myriad national projects as well as policy work and research in Ohio. No, we didn't have to take on charter sponsorship.

Unlike many sponsors in America that are forced into this role by lawmakers, Fordham got into sponsorship by choice, beginning in 2005. After much deliberation and some palpitations among board members (e.g., liability and reputation concerns, staff capacity, budget constraints), Fordham shouldered this role for five basic reasons:

- It appeared to us that Ohio had an acute shortage of quality sponsors, which was not a good thing for the state's charter school effort.
- We wanted to help bring high-quality charter models to Ohio, a place that simply didn't have enough of its own – at a time when district-operated schools were not getting the job done either, particularly for their poor and minority youngsters.
- We felt and continue to feel that charters play a critical role in nudging school districts to innovate and improve.
- We suspected that we could learn a lot from the experience and might be able to share these lessons with others in Ohio and beyond.
- Most importantly, we believe that quality charter schools serve as a crucial educational lifeline for children stuck in persistently failing schools. This has long been clear to us in Dayton, but the more time we spent in Ohio's other major urban centers, the more evident it became that this is a statewide condition.

Academic Achievement is Job One

When the latest state report card data came out in August 2007, we saw that last year 183,000 district and charter school students in Cincinnati, Cleveland, Columbus and Dayton attended schools graded either D or F (officially, Academic Watch or Academic Emergency). That compares to about 75,000 students in D or F schools in the entire rest of the state. In Dayton, the numbers were especially grim. Fully 80 percent of children attending a public school in Dayton (district or charter) in 2007 were enrolled in one that earned a D or F grade.

The need for high quality schools in Ohio's big cities is indisputable. Too many children attend low-performing schools, be they charter or district. Worse, too few of those schools are improving from one year to the next. The data make clear that they're deeply troubled – and that's how they stay.

In 2008 and beyond, we will have a partial response to this problem, as we expect to sponsor two strong new school models opening their first Ohio charters (both in Columbus): a Knowledge Is Power Program (KIPP) school and a Building Excellent Schools (BES) school.

Additionally, we expect the schools we already sponsor to strengthen their academic performance; indeed, we're insisting on it. In the two years that Fordham has sponsored schools (2005-06 and 2006-07), most have struggled to deliver the academic performance that they promised and that we expect. Even so, students in Fordham-sponsored schools have largely outperformed their peers in charter schools statewide and in their home districts (Dayton, Cincinnati and Springfield), and have done so with 30 percent fewer operating dollars per pupil than district schools, with no public money for facilities, and in an increasingly hostile political environment.

Comparing favorably to mediocre district and charter schools, however, is not our goal. At the end of the day, the most important academic benchmark for Fordham-sponsored schools is how well they are educating children according to the terms of their contracts, which are aligned with state standards and expectations. At an absolute minimum, those contracts require that the schools must make "Adequate Yearly Progress" in both reading and math, and must be rated at least Continuous Improvement – the equivalent of a C grade on the state's academic rating system.

We intend to hold *all* of our sponsored schools to that standard and recently met with their governing boards to make this fact clear. We've spelled it out, along with the consequences of not reaching this standard: a warning followed by probation followed by possible termination or non-renewal of the school contract. We believe that sponsors, as the entities under state law that are charged with holding charter schools to account for their results, must be seen by schools, lawmakers, and the public as not only fair and transparent, but also dead serious about academic performance.

Ohio's Shifting Political Landscape

Our work as a sponsor, as well as the work of our schools, has been made more difficult by the political uncertainty facing Ohio's charter program and by the mounting constraints on and hostility to that program. The statewide charter cap put in place in July 2005 has curtailed the program's growth significantly, and we have had to work closely with partners in Columbus to create space under the cap for KIPP and BES to open their schools in 2008.

Fordham has been a strong voice for charter school quality for the past decade and played a critical role in the production of "Turning the Corner to Quality: Policy Guidelines for Strengthening Ohio's Charter Schools." This report, released collaboratively with the National Alliance for Public Charter Schools and the National Association of Charter School Authorizers in October 2006, recommended a "housecleaning" to close down Ohio's poorest-performing schools. Partly in response, the General Assembly passed a law in December to force failing schools to improve or face closure in 2009.

It is clear to us, and to other close observers of charter schools, that the charter initiative cannot maintain political support if the schools do not deliver academically. "If chronically lousy charters aren't closed, the charter movement will continue under assault from its opponents," wrote Todd Ziebarth, a policy analyst at the National Alliance for Public Charter Schools, in a recent *New York Times* piece on charters in Ohio.

It is also obvious that if sponsors don't do their jobs, others are ready to do it for them – and these others are motivated not by a desire for better education, but by an animus toward the charter concept itself. In other words, if the sponsors don't prune this tree so that it will grow strong, other foresters – contending that it's diseased – will chop it down.

One prominent case in point is Governor Ted Strickland, who in his first biennium budget proposed legislative language that would have decimated the state's charter program. His legislation would have, among other actions:

1. placed a moratorium on **all** new charter schools, irrespective of quality (a move that would have prevented KIPP from coming to Ohio);
2. outlawed for-profit charter school operators (Fordham sponsors two Edison-operated schools in Dayton); and
3. required charter schools to comply with all laws and regulations applicable to traditional district schools (thus, killing off charters completely) while cutting their funding further.

The General Assembly rejected these devastating proposals, but Governor Strickland told *The New York Times* in early November that he still intends to move against "low-performing" charters "the next opportunity I get." The great uncertainty here is that the governor has yet to define "low-performing" (his first budget targeted all charters).

In September, Ohio's charter program encountered a new threat in the form of lawsuits by Attorney General Marc Dann. Using a novel—we would say bizarre—legal strategy concocted in part by the Ohio Education Association, Dann said that as "charitable/public trusts," charter schools agreed to use the tax dollars they receive for educational purposes. He then asserted, based on state academic and fiscal standards, that some were not doing this and therefore should be closed down. The first three schools on his hit list are in Dayton, and Attorney General Dann has promised to go after up to 30 more charter schools.

These and other political pressures on Ohio's charters have negatively affected Fordham's work as a sponsor. The cap and the increased scrutiny facing charters have dampened the enthusiasm of quality operators seeking to open charter schools in Ohio. The hostile climate has also discouraged talented people from wanting to join the charter movement – as teachers, as principals, as school treasurers, etc. And that atmosphere has made it far more difficult for Fordham to develop productive and collaborative partnerships with school districts, including those that might otherwise be open to sponsoring charter schools of their own.

If there's a silver lining, it's that Ohio's charter school program is slowly moving toward quality. Increasingly, school operators that have the kids' best interests at heart (sadly, not all seem to) and a couple of other sponsors are appreciating the importance of educational quality and school performance as key to the future of the charter program in Ohio. The state is also now home to a worthy new umbrella organization – the Ohio Alliance for Public Charter Schools – that is dedicated to quality charter schools and sponsorship.

Lessons Learned

Despite the challenges, we at Fordham believe that sponsorship is worth continuing and even expanding if possible. Too many children in Ohio still attend low-performing schools. For these children, charters

provide hope. Moreover, we know that Ohioans value school choice in general and the charter option in particular. Support among residents of Ohio's big cities is even higher – a fact not very surprising considering these folks' long and painful experience with troubled district schools. (For survey details, see <http://www.edexcellence.net/foundation/publication/publication.cfm?id=369>).

We've learned many important lessons as a sponsor, beginning with the tremendous challenge of successfully educating acutely disadvantaged children. After two years of sponsorship, we don't pretend to have it all figured out, but these seven lessons may be worth sharing:

- 1. Sponsors must be prepared for anything because everything is thrown at them.** From the standpoint of aggrieved school employees, disgruntled parents, muckraking journalists, and fretful creditors, the sponsor looks like the local school board or superintendent's office: a place to take one's complaint and seek redress from higher authority.

Sponsorship also brings risk, including legal liability, reputational damage, financial peril, vexed community relations, and more – particularly for nonprofit organizations. Such sponsors do not enjoy the sovereign immunity of government agencies and thus must arm themselves with good attorneys and ample insurance.

- 2. Quality sponsorship is costly, labor intensive, and voracious in its appetite for pricey expertise.** If Fordham did not have a small endowment, plus external subsidy for its sponsorship work, our efforts would not be financially sustainable. It is understandable why other sponsors are wont to maximize revenues – or minimize the oversight that they provide. This problem is exacerbated by the fact that Ohio has over 70 sponsors that range from school districts and county education service centers, to a variety of nonprofit organizations. That works out to one sponsor for every 4.75 schools. Quality sponsorship is too important to a healthy charter school movement for this situation to be acceptable. Quality sponsors need scale.
- 3. Sponsors should not be financed by fees paid by their charter schools.** Charters are already under-funded in Ohio (receiving 30 percent less per pupil than district schools and no funding for facilities), and have every reason to seek sponsors that charge low fees (regardless of whether they provide quality sponsorship). Sponsors seeking to maximize their "business" by charging low fees may end up with too little revenue to deploy the expertise needed to do the job well.
- 4. Sponsors should not provide fee-based "services" to their schools.** Whether these services take the form of business management, instructional support, special education, professional development, or something else, such an arrangement creates an inherent conflict of interest, invites profiteering by sponsors, and pressures schools to obtain services from entities that wield enormous power over their very existence. It also creates strong economic incentives for sponsors to turn a blind eye to poor school quality.
- 5. It is difficult to determine in advance whether a would-be operator is up to the many challenges of running a successful charter school.** Indeed, it is all too easy to err – to trust earnest intentions and forego the hard-nosed analysis of an organization's track record, financial stability and governance; of an education plan's curriculum, pedagogy and assessments; and of the track records and skills of the people involved. Between well-meaning incompetence on the one hand and self-serving greed on the other, many sponsors – including Fordham – sometimes misjudge a prospective operator's odds of succeeding. And even the surest-fire school plans can go awry if key individuals are taken ill, move away, or suddenly get indicted.

6. **Sponsors have too few intermediate options for putting pressure on schools to improve without threatening a shut-down.** Yet the state's expectation that sponsors themselves will furnish faltering schools with "technical assistance" isn't right, either. It conflates the role of social worker with that of policeman and invites conflicts of interest. (What if the school faithfully follows the sponsor's advice but still produces dismal results? Whose responsibility is that?) Fordham is happy to refer "our" sponsored schools to other competent sources of technical assistance and back-office operations, but if sponsors are to hold schools accountable for their results, then they shouldn't be deeply implicated in their operational decisions.
7. **It is difficult to close a bad school.** Charter school theory holds that bad schools get shut. But unless its students face imminent danger or someone has fled to Bermuda with the payroll, shuttering a school is a tricky business. Parents and kids usually like their school, no matter its low test scores and torpid curriculum, and don't want it closed any more than do the clients of a surplus district school. Worse, there may be no better educational option in the vicinity. (Remember why these families opted for the charter school in the first place.) Moreover, many charter boards and operators have deep community, political, and institutional ties about which one must think twice before severing. One doesn't casually close (or non-renew) such a school.

Yes, we've learned a lot these past two years as a sponsor. We are certain to learn more in the coming years. Sharing these lessons is important – one reason that we spend much time, energy and money on this annual sponsorship report. Through it, we hope that readers will better understand the complexities of charter schools and better appreciate the hard work of the teachers, school leaders, and board members who are serving not only in the schools we sponsor, but in schools around the state and nation to make a difference in the lives of children who desperately need it.

The Fordham Sponsorship Program

Accountability – A Solemn Responsibility

Fordham believes that a successful charter school is academically effective, fiscally sound, and organizationally viable, and that such schools should be allowed to operate freely and without interference. In return for these essential freedoms, however, charters are to be held accountable for their academic, fiscal, and operational results. Holding schools accountable for results is the sponsor's most solemn responsibility.

Fordham focuses its sponsorship efforts on overseeing and evaluating the performance of the schools we sponsor, a view of sponsorship that is also supported by the National Association of Charter School Authorizers.

Fordham's Oversight Responsibilities

The essential responsibilities of Fordham as a charter school sponsor include:

- monitoring and evaluating the compliance of Fordham-sponsored schools with all laws and rules applicable to the school;
- monitoring and evaluating the educational and fiscal performance and the organizational soundness and effective operation of the school;
- monitoring and evaluating the contractual commitments that the schools have made with the Fordham, above all their academic success; and
- providing technical assistance to Fordham-sponsored schools in complying with all laws and rules applicable to community schools.

At the end of 2006-07, Fordham had sponsorship responsibility for nine charter schools in three communities:

Cincinnati

Cincinnati Speech and Reading Intervention Center
Phoenix Community Learning Center
Veritas/Cesar Chavez Academy
W.E.B. DuBois Academy

Dayton

Dayton Academy
Dayton View Academy
East End Accelerated Community School
Omega School of Excellence

Springfield

Springfield Academy of Excellence

Each of these schools had entered into a tailored performance contract with Fordham detailing what it will accomplish, how student performance will be measured, and what level of achievement it will attain. The contract incorporates the school's education, accountability, governing, and business plans and spells out the school's mission and performance indicators.

Accountability Plan

The accountability plan is the crux of each school's contract and establishes the academic, financial, and organizational performance standards that Fordham uses to evaluate the schools. Transparent accountability plans allow all school stakeholders to understand the minimum required performance measures of the school. The "Profiles" section of this report show the performance to date of each Fordham-sponsored school.

How Fordham's Charter Contract Defines Academic Effectiveness

The academic accountability plan for each Fordham-sponsored school outlines three sets of indicators that mark the floor of academic achievement for schools. Attainment of those requirements and goals is expected of all Fordham-sponsored schools on an annual basis, and such performance is heavily weighed in decisions about probation, suspension, school closure, or contract renewal.

Academic achievement indicators

The first, and most important, set of indicators requires that the school:

- make overall Adequate Yearly Progress (AYP);
- make AYP in reading participation and achievement; and
- make AYP in math participation and achievement.

The second most important indicator is that the school will:

- be rated at least Continuous Improvement by the Ohio Department of Education (and be making progress towards earning Effective and Excellent ratings).

Additional contractual goals call upon the school to:

- average at least 5 percent growth on all reading portions of the state tests each year, until at least 75 percent of all students are at proficient or above.
- average at least 5 percent growth on all mathematics portions of the state tests each year, until at least 75 percent of all students are at proficient or above.
- average at least 3 percent growth on all science portions of the state tests each year, until 75 percent of all students are proficient or above.
- average at least 3 percent growth on all writing portions of the state tests each year, until 75 percent of all students are proficient or above.
- average at least 3 percent growth on all citizenship portions of the state tests each year, until 75 percent of all students are proficient or above.
- outperform the home district average on all portions of the state tests each year.
- outperform the state community school average on all portions of the state tests each year.

Annual Review Process

Pursuant to Fordham's contracts with its sponsored schools, Fordham conducts an annual review of each school's performance.

After the 2005-06 school year, Fordham shared the findings of this review in its Sponsorship Accountability Report (this annual report to the

state is available at <http://www.edexcellence.net/foundation/publication/publication.cfm?id=364>). For 2006-07 and beyond, the academic performance of all Fordham-sponsored schools will be both published in the annual report and summarized for the governing authority of each Fordham-sponsored school in the form of a letter and personal briefing. If necessary, the letter will note a school's

failure to meet the academic performance goals of the sponsorship agreement.

Such a letter is intended in part to inform the school's governing authority and staff of issues associated with school performance and, in part, to serve as formal reminder that the school must meet the academic performance terms of its contracts. If, over three (or more) years, the school fails to meet the

basic contractual requirements of making adequate yearly progress (AYP), and earning a state rating of (at least) Continuous Improvement, the school will face corrective action. This may include probation, suspension, closure and/or contract non-renewal.

Table I sets forth Fordham's contract review process and actions that Fordham will take with under-performing schools.

Table I: The Thomas B. Fordham Foundation Contract Review Process for 2007

Fall 2007	<p>Fordham reviews the performance of each of its sponsored schools against Exhibit IV (Accountability Plan) of the sponsorship contract between Fordham and the school's governing authority for the preceding year. The minimum level of performance under the contract is a rating of Continuous Improvement and meeting Adequate Yearly Progress (AYP) benchmarks.</p>	<p>All schools receive a letter setting forth whether they met the terms of the Accountability Plan.</p> <p>Schools that did not reach the minimum level of performance (Continuous Improvement and AYP) will receive a warning that academic performance must improve to a point where the school is rated Continuous Improvement and meets AYP for the 2007-08 school year or the Fordham Foundation will take action, including but not limited to placing the school on probation.</p>
Fall 2008	<p>Fordham reviews the performance of each of its sponsored schools against Exhibit IV (Accountability Plan) of the sponsorship contract between Fordham and the school's governing authority for the preceding year.</p>	<p>All schools receive a letter setting forth whether they met the terms of the Accountability Plan.</p> <p>Schools rated lower than Continuous Improvement and that did not meet AYP in 2007-08 will receive a warning.</p> <p>Schools rated lower than Continuous Improvement and that did not meet AYP in 2006-07 and 2007-08 will be placed on probation.</p>
Fall 2009	<p>Fordham reviews the performance of each of its sponsored schools against Exhibit IV (Accountability Plan) of the sponsorship contract between Fordham and the school's governing authority for the preceding year.</p>	<p>All schools receive a letter setting forth whether they met the terms of the Accountability Plan.</p> <p>Schools rated lower than Continuous Improvement and that did not meet AYP in 2008-09 will receive a warning.</p> <p>Schools rated lower than Continuous Improvement and that did not meet AYP in 2007-08 and 2008-09 will be placed on probation.</p> <p>Fordham will take corrective action with schools rated lower than Continuous Improvement and that did not meet AYP in 2006-07, 2007-08, that may include contract termination or suspension, closure of the school, or non-renewal of contract.</p>

Strategic Support

Fordham encourages the schools it sponsors to solve problems themselves. It provides such encouragement via regular communications, warnings, and, when necessary, limited interventions (such as putting a school on probation). In addition, Fordham offers referrals to competent sources of technical assistance. Within the limits of its resources and competence, Fordham provides some technical assistance itself, when needed and as required by law, to its sponsored schools. On occasion, Fordham has also provided modest grant support to its sponsored schools to assist them in undertaking targeted activities and programs.

Fordham, however, is a charter school sponsor rather than a vendor of supplemental services. Thus Fordham does not require any schools it sponsors to purchase or utilize any specific supplemental services from it or any specific vendors or school operators. Fordham receives no funding or payments from schools or the state beyond the sponsorship fees paid by the schools (which under state law cannot exceed 3 percent of a school's per-pupil funding). We believe that an inherent and improper conflict of interest arises whenever a sponsor is also a paid vendor of services to the schools that it sponsors. The sponsor's appropriate role is to point schools seeking specific services to competent providers of such services but to play no role in a school's decisions about which services (if any) to procure from which providers.

Accountability Support Efforts

Promoting Success

Fordham uses site visits to schools, regular communication with school leaders, and an online document database to execute its compliance oversight responsibilities. Fordham's compliance monitoring is also informed by the Ohio Department of Education, which conducts monthly reviews of academic and financial data reported to the state through regional data sites and shares these reviews with sponsors.

School Evaluation Site Visits

Fordham conducts two compliance site visits per year to each sponsored school: once in the fall and once in the spring. Beginning in 2007, the focus of these visits shifted from gauging regulatory compliance to evaluating the delivery of schools' academic programs. This shift was facilitated by the automated compliance system (see below) that houses the majority of the documentation that makes up what was formerly the compliance component of the site visit. Fordham appreciates that school leader and staff time is valuable, and believes that site visit time is better spent conducting classroom observations, interacting with staff, and meeting with the school leader rather than checking documents.

Each school evaluation team includes:

- a consultant with experience as an instructional leader and competencies in curriculum, classroom management, school operations, and professional development;
- a consultant who is expert in special education; and
- one or two Fordham staff.

The results of the evaluation are shared with school leaders, and the school has the opportunity to meet with the evaluation team afterward to review the findings and ask questions. In addition to scheduled site visits, the staff of Fordham interacts with school staff and leadership regularly throughout the year – via in person meetings and trainings, telephone calls, and electronic mail – to provide additional support.

Special Needs Site Visits

The special education site visit is conducted twice per year, generally at the same time as the school evaluation site visit. The purpose of the special education site visit is to make sure the school is following all state and federal laws governing the education of students with special needs. Processes and procedures are evaluated thoroughly, as are the schools' adopted operating standards for serving

children with disabilities. This is done by reviewing special education files and meeting with each school's Special Education Coordinator or Intervention Specialist. Any needed corrections identified during the site visit are required to be made within ten days of the review. Where multiple problems are evident, additional visits may be scheduled and/or corrective action plans developed and implemented.

Authorizer Oversight Information System (AOIS)

In partnership with Corporate Computer, Inc., and Central Michigan University, the Thomas B. Fordham Foundation has helped to implement an Authorizer Oversight Information System (AOIS) designed for Ohio-specific compliance monitoring. Fordham-sponsored schools use this web-based document management and tracking system to submit and store compliance documents on a regular basis. AOIS tracks the compliance status of each school and makes key documents associated with the school readily available. In addition to allowing frequent monitoring of compliance documents, AOIS helps schools prepare for site visits. Schools submit documentation year-round, allowing Fordham staff to review the submissions and identify any deficiencies in the documentation.

Accountability Requirements

As noted above, each school's contract with Fordham contains a Charter School Accountability Plan. A copy of the Plan (Fordham Contract Exhibit IV) is available at <http://www.edexcellence.net/sponsorship/global/page.cfm?id=327>.

School Profiles

The school profiles section of this report shows how each school fared in terms of its contractual obligations with Fordham, as well as its obligations under state and federal law. School profiles cover four areas: education (whether the school delivered the education plan as contained in its contract for sponsorship with Fordham); academic performance

(how the school performed in the context of its Accountability Plan); financial viability (whether the school was financially healthy in 2006-07); and governance (whether the school complied with various requirements placed on the governing authority of the school). The results in the school profiles are based on each school's contract for sponsorship, reporting requirements, documentation stored in AOIS, and information obtained during the site visits conducted at each school.

Technical Assistance Efforts

Providing Technical Assistance

Sponsors in Ohio are required by state law to provide their sponsored schools with "technical assistance." Section 3302-102-02 (T) of the Ohio Administrative Code, defines "technical assistance" as "providing relevant knowledge and/or expertise and/or assuring the provision of the following resources to assist the community school in fulfilling its mission, including but not limited to: training, information, written materials and manuals."

FOLLOWING IS A SUMMARY OF OUR MAJOR 2006-07 TECHNICAL ASSISTANCE OFFERINGS

Data Training for School Leaders

Fordham built upon the intensive data-informed decision making training provided to schools in 2005-06 with an August 2006 training session conducted by the Northwest Evaluation Association (NWEA). NWEA guided partner schools on how to use student achievement data to drive instruction. Using their own student data from state and nationally-normed assessments, participating schools were provided the tools to analyze student test data in order to efficiently target areas of specific student need. Three Fordham-sponsored schools (Springfield, Omega and Phoenix) use NWEA as a means of assessing the academic needs of students.

Table II: Selected Technical Assistance Provided by Fordham to Sponsored Schools in 2006-2007

DESCRIPTION	SCHOOL(S) RECEIVING
Grants and Financial Assistance	
\$50,000 grant	W.E.B. Dubois, Veritas/Chavez and CSRC
\$100,000 grant to support school reconstitution	Omega
\$1,500 scholarship offered to attend National Charter Schools Conference	Springfield, Omega and Phoenix
School Fees Subsidy	W.E.B. Dubois, Veritas/Chavez, CSRC, Phoenix and Omega
Experts, Consultants and Training Opportunities	
NWEA consultant provided training to schools	Springfield, Omega, East End
The Thomas B. Fordham Foundation provided each school leader with the opportunity to tour and observe the KIPP Key Academy in Washington, DC	East End and Omega
The Thomas B. Fordham Foundation and partner organizations convened a seminar during which national and local experts gave presentations on school safety	All Fordham-sponsored Schools
The Thomas B. Fordham Foundation provided schools with a nationally recognized charter expert who evaluated school education plans	W.E.B. Dubois, Veritas/Chavez and CSRC
The Thomas B. Fordham Foundation provided schools with an expert in school finance who evaluated school financial health	W.E.B. Dubois, Veritas/Chavez and CSRC
The Thomas B. Fordham Foundation provided consultants and staff who monitored administration of Ohio Achievement Tests	W.E.B. Dubois, Veritas/Chavez, CSRC and East End
The Thomas B. Fordham Foundation assisted school boards and administrators with legal and compliance issues	All Fordham-sponsored Schools
The Thomas B. Fordham Foundation provided provided in-depth special education audits as part of the 2007 spring site visits	All Fordham-sponsored Schools
The Thomas B. Fordham Foundation provided its web-based compliance system, AOIS	All Fordham-sponsored Schools

Governance Training on Characteristics of Highly Effective Governing Boards

In May 2007, Fordham hosted “Charter School Board Governance 101” in partnership with the Ohio Department of Education, the National Association of Charter School Authorizers, the State Auditor’s office, and the Educational Service Center of Franklin County. Almost 100 board members, school leaders, and other stakeholders from around the state attended this day-long event in Columbus. Board members from every Fordham-sponsored school were invited to this training and strongly encouraged to attend.

The event featured a wide range of presenters and topics. Brian Carpenter, CEO of the National Charter Schools Institute in Michigan and author of Charter School Board University, provided participants with a comprehensive set of best practices for effective charter school board governance, including fiscal oversight. Attorney Chas Kidwell offered guidance on charter school law and potential legal liabilities for board members. Ann Guinan, Assistant Director of the Office for Exceptional Children at the Ohio Department of Education, discussed state and federal special education law, regulations, and compliance. And Mitchell Chester, Associate Superintendent for Policy and Accountability at the Ohio Department of Education, helped board members understand Ohio’s academic accountability system, the federal No Child Left Behind Act, and their implications for charter schools.

Monitoring of State Achievement Tests

In May 2007, Fordham monitored the administration of the Ohio Achievement Tests at the DuBois family of schools, and at East End Accelerated Community School (at the request of the school’s leadership) to validate the accuracy of the tests and ensure they were administered properly.

Direct Grants

Fordham provided a few targeted grants to its sponsored schools during the 2006-07 school year.

Additionally, the Foundation provided grants to several non-sponsored charter schools, to worthy projects in support of the Dayton Public Schools, and to a number of other nonprofit organizations in Dayton and Ohio that work to improve education for needy children.

Sponsorship Governance

Decision-making Strategies

Sponsorship decisions are made by the board of trustees of the Thomas B. Fordham Foundation. To keep up with the complexities and ever changing landscape of sponsorship, to provide regular oversight of Fordham’s sponsorship activities, and to advise Fordham’s full board, a board-level committee on sponsorship meets monthly – more often if necessary – in person or via conference call to discuss pressing sponsorship issues. The foundation also utilizes ad hoc advisory councils and outside experts. Staff plays an important role in informing sponsorship activities and decision-making.

The Sponsorship Committee (recently renamed the Ohio Policy and Sponsorship Committee) of the Thomas B. Fordham Foundation is made up of the following individuals.

- Craig Kennedy, Chair – President of the German Marshall Fund of the United States
- Chester E. Finn, Jr. – President of the Thomas B. Fordham Foundation and the Thomas B. Fordham Institute
- Bruno V. Manno – Senior Program Associate; Annie E. Casey Foundation
- David H. Ponitz – President Emeritus of Sinclair Community College
- Thomas A. Holton, Esq. – Partner; Porter, Wright, Morris and Arthur
- David P. Driscoll – Former Commissioner of Education; Commonwealth of Massachusetts

Fordham’s sponsorship program is staffed by a full-time director of sponsorship (Kathryn Mullen Upton), an assistant director of sponsorship

(Theda Sampson), a part-time curriculum and testing expert, and a part-time office assistant. Fordham's Vice President for Ohio Programs and Policy (Terry Ryan) oversees the sponsorship operation.

For more details on individual Committee Members or Fordham staff please go to:
<http://www.edexcellence.net/foundation/about/>

Sponsorship Financial Overview

Because Fordham is a nonprofit organization, it makes no profit from school sponsorship, and expects to continue subsidizing its sponsorship activities into the foreseeable future.

As Table III shows, the core costs of sponsorship made up 38 percent of Fordham's total sponsorship

Table III: Fordham Foundation Sponsorship Financials (July 1, 2006 to June 30, 2007)

	Core Sponsorship	Recruitment	Technical Assistance Costs	Research & Development	Total
Revenues					
School Fees	197,674	0	0	0	197,674
Foundation Subsidy	101,924	33,199	446,407	9,316	590,846
Total Revenues	299,598	33,199	446,407	9,316	788,520
Expenses					
Staff	166,490	10,406	21,901	9,316	208,113
Consultants	17,012	2,793	147,114	0	166,919
School Grants/ fee subsidy	0	0	214,725	0	214,725
Professional fees	34,843	20,000	62,667	0	117,510
Technology	34,200	0	0	0	34,200
Office & Administrative	13,593	0	0	0	13,593
Publishing	4,755	0	0	0	4,755
Insurance	28,705	0	0	0	28,705
Total Expenses	299,598	33,199	446,407	9,316	788,520

budget in 2006-07. Fees paid by schools covered 66 percent of core sponsorship costs in 2006-07, but only 25 percent of the overall sponsorship budget. The remaining 75 percent came from Fordham's own resources and from grant support by the Bill and Melinda Gates Foundation.

Core sponsorship costs are the basic and recurring costs associated with running the current Fordham sponsorship operation.

Recruitment costs are the costs associated with recruiting new high-quality schools to open in Ohio.

Technical assistance costs are associated with providing extensive technical assistance to help turn around schools that face operational and/or academic problems.

Research and development costs are related to efforts to evaluate Fordham sponsorship.

Growth of Fordham Sponsorship in 2008

Under the terms of its sponsorship agreement with the Ohio Department of Education the Thomas B. Fordham Foundation can sponsor up to 30 Ohio charter schools. In partnership with Public Impact in North Carolina, Fordham has developed an application packet for prospective school operators interested in Fordham-sponsorship. This document spells out in detail how Fordham operates as a sponsor, how the charter law works in Ohio, Fordham's expectations of its sponsored schools, and how to apply for Fordham sponsorship and how applications will be judged. This document is available at http://www.edexcellence.net/doc/Fordham_sponsorship_app_2006.pdf.

Since mid-2005, the growth of the Fordham-sponsorship program has been limited by the state's cap on charter schools. Fordham is committed to recruiting high-quality developers/operators to open schools in Ohio, particularly high schools, and sponsor these schools. Toward that end, Fordham expects to add two new schools to its portfolio beginning with the 2008-09 school year.

KIPP: Central Ohio

KIPP, the Knowledge is Power Program, is a network of free, open-enrollment, college-preparatory public charter schools in under-resourced communities throughout the United States. There are currently 57 locally-run KIPP schools in 17 states and Washington, D.C. which are serving over 14,000 students. KIPP schools have been widely recognized for putting under-served students on the path to college. More than 80 percent of KIPP students are low-income and more than 90 percent are African American or Hispanic/Latino. Nationally, nearly 80 percent of KIPP alumni have matriculated to college.

The nonprofit KIPP Foundation recruits, trains, and supports outstanding educators to open and lead high-performing college-preparatory public schools in educationally underserved communities. All KIPP schools share a core set of operating principles, known as the Five Pillars, that KIPP believes help to lay the foundation for students to perform at the highest academic levels: High Expectations, Choice and Commitment, More Time, Power to Lead, and a Focus on Results.

KIPP: Central Ohio is a non-profit organization set-up in Columbus by a group of community leaders to serve as the governing authority of the KIPP school(s) in Columbus. KIPP: Central Ohio, in partnership with the New York City-based KIPP Foundation, has been tasked with establishing and expanding KIPP schools in the Columbus area to serve under-resourced communities. Formed in 2007, KIPP: Central Ohio expects to open a charter middle-school in 2008 and has selected an educator with over a decade of teaching experience to lead the first campus. Ms. Carina Robinson was one of only 13 school leaders selected by KIPP from 531 applicants in 2006-07 to the KIPP School Leadership Program. The program features a summer training program at Stanford University followed by several months of intensive internships at KIPP schools throughout the fall. All school leaders must complete KIPP's one-year training program.

The first KIPP middle school in Ohio will open in July 2008 in Columbus. KIPP: Central Ohioulti-

mately hopes to have five schools serving 1,500 children in grades K-12.

Columbus Collegiate Academy

Starting in 2008, the Thomas B. Fordham Foundation also intends to sponsor the Columbus Collegiate Academy, founded by Building Excellent Schools fellow Andrew Boy. The school will prepare students in grades six through eight to enter, succeed in, and graduate from the most demanding high schools and colleges. High expectations for scholarship and behavior in an achievement-oriented culture will help ensure success.

Columbus Collegiate will be located in the Weinland Park neighborhood of Columbus, where there is need for a highly structured college-preparatory middle school. The school will provide an extended day and year program, with students attending school from 7:30 a.m. through 4:30 p.m. for 190 days. Additionally, students will attend Saturday Academy once per month to strengthen core academic skills. Students will also visit colleges on a monthly basis to broaden their educational experiences and perspectives.

The founder of Columbus Collegiate Academy, Andrew Boy, holds a Bachelor of Arts in Communications, a Bachelor of Science in

Highlights of Non-sponsor Initiatives Supported by Fordham in Ohio

Sponsorship isn't all that Fordham does in Ohio. Our mission has six elements:

- Expanding quality school choice for low-income families;
- Supporting district school reform efforts;
- Assisting policymakers, state leaders, and "influencers" to think boldly about the major changes facing K-12 education in Ohio;
- Working to connect our education reform efforts in Ohio to our national efforts, and vice-versa;
- Generating high-quality data and analysis on school performance; and
- Attracting, connecting, and retaining education talent in Ohio.

Selected Fordham (Ohio) reports published in 2006-07:

- "Turning the Corner to Quality: Policy guidelines for strengthening Ohio's charter schools";
- "Golden Peaks and Perilous Cliffs: Rethinking Ohio's Teacher Pension System"; and
- "Ohioans' Views on Education 2007."

Selected organizations that Fordham funded in 2006-07:

- Keys to Improving Dayton Schools, Inc. (k.i.d.s.);
- The PACE Scholarship Program in Dayton;
- The Dayton Public School's Dayton Early College Academy;
- The Ohio Alliance for Public Charter Schools and School Choice Ohio; and
- Greatschools.net in Dayton.

Elementary Education (K-8), and a Master of Arts in Educational Administration. Mr. Boy is a former classroom teacher and, in 2003, was awarded "Charter School Teacher of the Year" by the Ohio Charter Schools Association. Mr. Boy recently completed a fellowship with Building Excellent Schools, a national nonprofit based in Boston that is committed to dramatically improving the academic achievement of underserved students in urban areas. As part of his fellowship with Building Excellent Schools, Mr. Boy studied the highest performing urban charter schools in the country and was trained in governance, finance, operations, school organization, curriculum development and school culture.

Charters and Recent Legislative and Legal Action

The charter school program in Ohio is a decade old; yet its future remains unsettled. In 2006-07, a number of new regulations were placed on the program. During this time, Ohio's charter school program also dodged several legislative efforts to impose additional statutory restrictions that would have adversely affected charter schools and sponsors alike. Litigation related to charter schools continued in 2006-07 as various lawsuits made their way through the state and federal courts. In perhaps the most significant charter school case since the inception of the program in 1997, the Ohio Supreme Court ruled that Ohio's charter school program was constitutional.

FOLLOWING IS A SUMMARY OF THE KEY LEGISLATION AND LEGAL ACTIONS FROM 2006-2007

Changes in Charter and Education Law

New Academic Accountability Measures (House Bill 79)

In December 2006, House Bill 79 was signed into law. This statute mandates permanent closure of

chronically under-performing charter schools. Under this law, charter schools that meet the following requirements are subject to closure after July 1, 2009:

- offer any grade level between four and eight and have been rated Academic Emergency (Ohio's lowest rating) for three consecutive years, and for two of those three years the school made less than one standard year of academic growth in either reading or math under Ohio's value-added system; or
- offer any grade level between 10 and 12 and have been rated Academic Emergency for three consecutive years, and for two of those three years made less than two standard years of academic growth in reading or math under Ohio's value-added system; or
- the school does not offer grades 4-12 and has been rated Academic Emergency for four consecutive years.

The exception to this system is "dropout recovery" schools, which may apply for a waiver from the mandatory closure provisions if they meet specific criteria.

New Powers for Operators (Charter and Educational Management Organizations) Under House Bill 79

Pursuant to House Bill 79, charter operators in Ohio are now permitted to appoint governing authority members under certain circumstances. Specifically, where a governing authority intends to terminate its contract with the operator of a school, the governing authority must notify the operator of this intent. The operator then has a right of appeal to the State Board of Education (if the sponsor has sponsored the school for less than 12 months) or to the sponsor (if the sponsor has sponsored the school twelve months or longer). If, upon appeal, the appropriate decision-maker (the State Board of Education or the Sponsor) determines that 1) the operator has complied with certain statutory requirements and 2) the school made satisfactory academic progress and therefore finds in favor of

the operator, the *sponsor* shall remove the existing governing authority and the *operator* shall appoint a new governing authority.

Value-added Assessment Data (House Bill 79)

House Bill 79 implemented a single, value-added accountability system for all public schools in Ohio and eliminated separate norm-referenced testing requirements (also termed “expected gains”) that were previously in place for charter schools. A “value-added” assessment of students would track the progress that each individual student makes from year to year on the Ohio Achievement Tests (OAT), and would measure individual student gains over time. The Ohio Department of Education will begin reporting school value-added data in November 2007.

Serving on Multiple Governing Authorities (House Bill 79)

House Bill 79 prohibits a person from serving on the governing authorities of more than two start-up charter schools at a time.

Payments to Community School Governing Boards (House Bill 79)

House Bill 79 limits payment to charter school governing board members to no more than \$125 per meeting and limits the maximum monthly compensation to no more than \$125.

Conflict of Interest (House Bill 79)

House Bill 79 prohibits present and former members of community school governing authorities, and their immediate relatives, from being owners, employees, or consultants of any community school operator until one year after their membership has ended.

Facilities & Test Scores (House Bill 276)

Substitute House Bill 276 helped alleviate some of the facilities burdens borne by some Ohio charter schools. The legislation allows a school district to

include academic performance data of a community school located within the district on the district report card if the district leases a building to the charter school.

Expanded Definition of Charter-school Operator (House Bill 276)

Substitute House Bill 276 expanded the definition of a charter school “operator” (previously defined as an organization that manages the day-to-day operations of a charter school) to include nonprofit organizations that provide programmatic oversight and support to a school, and that retain the right to terminate its affiliation with a school for failure to meet quality standards. This definition of operator allows high-performing school organizations to open schools in Ohio even if they do not directly run their schools but instead train personnel to run them based on specific practices and philosophies.

Amends Cap on Charter Schools (House Bill 119)

With the passage of House Bill 119, Ohio’s biennial budget bill, in July 2007 the “cap” that was placed on “brick and mortar” charter schools in 2005 was modified. Under current law “high-performing operators” can open additional schools in Ohio. This is a complicated exemption to the charter cap and details can be found at the following: <http://codes.ohio.gov/orc/3314.014>.

Fiscal Accountability (House Bill 119)

House Bill 119 also prohibits the sponsor of a charter school deemed “unauditable” by the Ohio Auditor of State from entering into contracts with additional charter schools until the Auditor is able to complete the audit. This provision applies to charter schools declared “unauditable” for fiscal year FY07 and beyond.

Charter Litigation

There has been much litigation directed at charter schools and the statewide charter program since the first schools opened in 1998. During the 2006-07

school year, the Ohio Supreme Court ruled the state's charter school program constitutional. A summary of this decision follows.

State of Ohio ex rel. Ohio Congress of Parents and Teachers v. State Board of Education

State of Ohio ex rel. Ohio Congress of Parents and Teachers v. State Board of Education is the most significant decision related to charter schools in Ohio to date. The appellants – the Ohio Federation of Teachers, the Ohio Congress of Parents and Teachers, the Ohio School Boards Association, among others – had claimed that charter schools, as part of Ohio's educational system, were unconstitutional under several different sections of Ohio's constitution. Specifically, the appellants asserted that various aspects of Ohio's charter program were unconstitutional because:

- charter schools are not part of the system of "common schools" because they are publicly funded but privately operated and not subject to uniform statewide standards;
- the method of funding charter schools diverts funds from school districts, thus impeding the districts' capacity to provide a "thorough and efficient" system of common schools;

- charter schools located within school districts are not controlled by local voters or school boards;
- charter schools divert local tax dollars; and
- the extension of state credit to charter schools and the funding of charter schools through loan guarantees violates the state constitution.

In October 2006, the Ohio Supreme Court ruled that the establishment and operation of Ohio's system of charter schools is constitutional. The Court rejected all of the claims noted above and held that the appellants were unable to show constitutional defects in the state's charter school system. This case is significant because the Court clearly stated that Ohio's Constitution allows the General Assembly to create the charter school system as it did in 1997 with the Ohio Community Schools Act. In short, elected lawmakers, not judges, shape education policy in Ohio. The Court declared that the General Assembly "has the prerogative to determine that Ohio's community schools are not meeting the purpose for which they were established and, consequently, has the ongoing opportunity to modify or dismantle them. After full consideration, we cannot say that the concept of community schools itself violates the Ohio Constitution."

IN PERSPECTIVE

A Think Tank Takes the Plunge

BY ERIK W. ROBELEN
PHOTOS BY JIM WITMER

Long a font of opinions about what ails U.S. schools, the Thomas B. Fordham Foundation is getting a grounding in reality since becoming the authorizer of a mixed bag of charter schools.

Dayton, Ohio
The Thomas B. Fordham Foundation has long had a lot to say about education in the United States—what's wrong with it and how to fix it.

But now, the outspoken Washington think tank isn't just talking anymore. It's parachuted down from the policy stratosphere into the thick of K-12 schooling, taking responsibility for overseeing a batch of charter schools in southwest Ohio.

The nine schools serve some 2,700 students, mostly from low-income and minority

The Dayton Academy (Dayton)

GRADE SPAN: K-8
ENROLLMENT: 764
STATE RANKING: Continuous Improvement
DESCRIPTION: Opened in 1999. Operated by Edison Schools Inc., a for-profit educational management organization. School consists of several academies, or schools-within-a-school.



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East End Accelerated Community School (Dayton)

GRADE SPAN: K-5
ENROLLMENT: 218
STATE RANKING: Continuous Improvement
DESCRIPTION: Opened in 2002, arising from a community center. Uses the Accelerated School Model.

Note: "State ranking" denotes a school's performance ranking for the 2005-06 school year under Ohio's school accountability system, which is based on 25 categories, including test results and graduation and attendance rates. From the lowest-performing to the highest, the rankings are: Academic Emergency, Academic Watch, Continuous Improvement, Effective, and Excellent. N/A means the category is not applicable because the school was not open long enough to receive a ranking.

SOURCE: Thomas B. Fordham Foundation



Dayton View Academy (Dayton)

GRADE SPAN: K-8
ENROLLMENT: 665
STATE RANKING: Academic Watch
DESCRIPTION: Opened in 2000. Operated by Edison Schools. School consists of several academies.



The Omega School of Excellence (Dayton)

GRADE SPAN: K-2, 5-8
ENROLLMENT: 68
STATE RANKING: Academic Emergency
DESCRIPTION: Opened in 1999 by a minister at the Omega Baptist Church. Recently hired a nonprofit charter-management operator, and reconstituted by replacing the principal and teachers.

families. They run the gamut from two charters operated by the for-profit Edison Schools Inc. to a school started by a Baptist minister.

IMPROVING OHIO'S CHARTERS

Amid serious concerns about the quality of Ohio's charter schools, top state leaders recently asked the Thomas B. Fordham Institute, the sister organization of the Fordham Foundation, along with two national charter groups, to devise proposals to remedy the situation.

In an October report, the groups said the state should:

- Initiate a "housecleaning" process that requires the poorest-performing charter schools to obtain reapproval or close;
- Deter "sponsor hopping" by banning any closed school or school on probation from seeking a new sponsor, the term in Ohio for a charter authorizer;
- Implement a mandatory performance-based "sponsor-evaluation system" that clearly spells out the responsibilities of sponsors and contains progressive penalties for poorly performing sponsors;
- Conduct a study of actual sponsorship costs, and use state money to pay for sponsoring work;
- Reduce the reporting and compliance burden on charters by conducting a top-to-bottom review of all such demands;
- Provide charter operators with better access to facilities financing;
- Make other changes to ensure "reasonable parity" in funding between charter schools and regular public schools;
- Remove state-level caps on charter schools; and
- Eliminate geographic restrictions on where new charter schools can be located.

SOURCE: "Turning the Corner to Quality: Policy Guidelines for Strengthening Ohio's Charter Schools," by the Thomas B. Fordham Institute, the National Alliance for Public Charter Schools, and the National Association of Charter School Authorizers

A national authority on charters and an unabashed champion of the idea, the Fordham Foundation appears to be the only think tank in the country to serve as a charter school authorizer. Called sponsors in Ohio, authorizers are responsible for issuing charters to the independent but publicly funded schools, monitoring them for performance, and deciding whether their charters should be renewed or revoked.

Fordham's move into charter authorizing comes amid concern about the poor academic performance of many Ohio charters and as advocates nationally are calling for greater attention to the role authorizers play in charter school quality. Fordham officials say they hope the foundation will be a model authorizer, even while acknowledging that the proposition is a risk that could ultimately tarnish the organization's reputation.

"We were almost dragged into this originally," said Chester E. Finn Jr., Fordham's

president and an assistant U.S. secretary of education under President Reagan. "It's much easier to talk the talk and write about other people."

Now that it has taken the plunge, Fordham faces no shortage of difficulties. Some of the schools it assumed oversight for in July of last year face severe challenges, and are well under enrollment capacity. In one of its schools, in fact, the former head has been indicted on charges of stealing money from school coffers and falsifying enrollment records.

Critics, meanwhile, say private organizations, still a rarity in authorizing, are ill suited to provide oversight of public schools, regardless of their intentions. And some analysts suggest that aspects of the Fordham arrangement, such as giving grants to schools it sponsors, pose conflicts of interest that could impede its role as an accountability agent.

"When they've invested, then it's hard to say, 'We've made a mistake,'" said

Cincinnati Speech and Reading Center (Cincinnati)

GRADE SPAN: K-12
ENROLLMENT: 180
STATE RANKING: N/A
DESCRIPTION: Opened in 2005. Targets students with speech and reading disabilities. Shares space and some staff with the W.E.B. DuBois Academy. On probation for failures in meeting its charter contract.

W.E.B. DuBois Academy (Cincinnati)

GRADE SPAN: K-12
ENROLLMENT: 202
STATE RANKING: Effective
DESCRIPTION: Opened in 2000. School has been considered one of the highest-performing charters in Ohio. On probation for failures in meeting its charter contract.

Veritas/Cesar Chavez Academy (Cincinnati)

GRADE SPAN: K-12
ENROLLMENT: 32
STATE RANKING: N/A
DESCRIPTION: Opened in 2005. Spinoff of W.E.B. DuBois Academy. Targets gifted African-American and Hispanic students. On probation for failures in meeting its charter contract.

Gary Miron, an education professor at Western Michigan University who studies charters.

And yet, Fordham is also earning plaudits for taking on its unusual role.

"The Fordham Foundation has over the years been highly critical of a lot of education practices, especially related to public education," said Thomas J. Lasley, the dean of the University of Dayton's education school. "What Fordham did, which

was a real risk, was to say, 'We're willing to enter the fray.' "

'Exhausted Every Option'

With consensus building that Ohio's state education agency had done a poor job as a sponsor, the state's charter law was amended in 2003 to set a deadline—July 2005—for the state to step down from that role. As a result,

many charters risked becoming orphans subject to closure.

The legislation for the first time permitted private nonprofit groups such as Fordham to apply to the state to become sponsors. School districts, public universities, and regional educational service centers can also serve as sponsors in the state.

"Our first impulse was to recruit and train other sponsors," Mr. Finn said. But when that

Fordham's Connections to School That It Sponsors Spark Concerns

Dayton, Ohio

For years, the Thomas B. Fordham Foundation has been a good friend to the Omega School of Excellence. Recently, though, it became the Dayton charter school's authorizer. And some analysts worry that the foundation's old supporting role may clash with its new supervisory one.

Through its philanthropic arm, the Washington-based think tank has given grants to Omega and other charter schools, and still does. It also helped create the nonprofit Keys to Improving Dayton Schools Inc., or KIDS, which offers back-office support to many small, independent charter schools. KIDS last spring became the operator of the Omega school.

Fordham officials say they favor strong accountability, but also want to help the charter schools for which they became the authorizer in July 2005. In fact, Ohio law requires authorizers to provide technical assistance.

Researcher Henry M. Levin praises the foundation for advocating improvements in how charters are held accountable for performance, but argues that its ties to schools such as Omega could impede its role as an accountability agent.

"There are a lot of interlocking relationships here, and entanglements," said Mr. Levin, the director of the National Center for the Study of Privatization in Education, based at Teachers College, Columbia University. "Without impugning motives, just institutionally, it doesn't sound proper to me. ... You simply

don't commingle public stewardship with private commitments."

The Omega school, launched in 1999 by a minister at a large African-American church in Dayton, seemed to do fairly well until about two years ago. That's when a family illness took the Rev. Vanessa Oliver Ward, the school's main founder and board president, away from day-to-day involvement.

Student performance and enrollment plummeted. Fordham Foundation and school officials agreed that dramatic changes were needed. The school's board last spring hired KIDS, which had been handling the school's accounting, as the operator. KIDS helped bring in a new principal and teaching staff.

'You Have to Separate That'

Concerned that the school was going broke, Fordham just recently gave Omega a \$100,000 matching grant, well above the foundation's usual school grants. The foundation sees the large turnaround grant for Omega as a one-time deal. Still, some observers question the arrangement.

"If they're giving grants, ... they're partisan, so you have to separate that," said Gary Miron, an education professor at Western Michigan University who studies charters.

Greg Richmond, the president of the Chicago-based National Association of Charter School Authorizers, sees



The Omega School of Excellence is being run by a group with ties to its authorizer.

matters differently. "If anything, it makes them more invested and more attentive," he said. He also noted that state and district authorizers routinely give schools grants.

Chester E. Finn Jr., the foundation's president, said he sees no need to halt grants to schools simply because Fordham sponsors them.

Meanwhile, Fordham's ties to KIDS, Omega's new operator, have also raised eyebrows.

Mr. Finn said the foundation has taken steps to limit the ties. It also established a policy that makes clear to schools it sponsors that "we will never tell you whom to hire and will not let you hire us, Fordham, to provide services," he said.

"We are precisely an independent accountability agent because we spun off

the service-providing function to an independent organization," Mr. Finn said, referring to KIDS. But Mr. Finn and another Fordham official still serve on the KIDS board, and it shares office space with Fordham in Dayton.

Mr. Richmond said he's not troubled by the link, as long as KIDS operates the Omega school only for a short time. "If it were an ongoing activity, it would really start to complicate the lines of authority," he said.

To Mr. Finn, the Omega case illustrates the absence of black and white when it comes to closing schools. "If an important community organization sets out to run a charter school, and the school runs into trouble, my instinct is first to see if we can help them make it succeed," he said.

—ERIK W. ROBELEN

Phoenix Community Learning Center (Cincinnati)

GRADE SPAN: K-8
ENROLLMENT: 396
STATE RANKING: Effective
DESCRIPTION: Opened in 2001. Focuses on character education, kinship, and community involvement. Uses the Ohio Curriculum Model, with a "workshop approach" and inquiry-based projects.

Springfield Academy of Excellence (Springfield, Ohio)

GRADE SPAN: K-6
ENROLLMENT: 167
STATE RANKING: Academic Emergency
DESCRIPTION: Opened in 2001. Design is based on Yale University's Comer School Development Program.

effort brought disappointing results, Fordham officials decided to step forward.

"We've exhausted every option," Mr. Finn wrote in a 2004 memo to Fordham's board of trustees. "Can we do it well? No guarantees. But we have a fighting chance."

The board backed the move, but not every member liked the idea. "I was against it," said the education historian Diane Ravitch, a professor at New York University and a longtime professional collaborator of Mr. Finn's. "I don't think think tanks should run schools, but I was outvoted."

Referring to Mr. Finn by his nickname, she added: "Checker is a controversial figure, and I told him he would have a target on his back."

In September 2004, Fordham was approved as the state's first private nonprofit sponsor. Minnesota is the only other state with a charter law that explicitly permits private nonprofit groups to be authorizers.

The Dayton area was a logical place for Fordham to get started. Although the foundation has its headquarters in Washington, its roots are here and it has long had an active presence in the community.

Some analysts say the foundation has played a big part in making Dayton—a city with a history of low-performing public schools—a hotbed of public school choice. Charters hold a larger market share here than in any other city but New Orleans. Nearly 30 percent of the city's 23,000 public school students attended charters last school year, according to the National Alliance for Public Charter Schools, a research and advocacy group in Washington.

Enviable Access

Given its national profile, the Fordham Foundation has access to resources many charter authorizers would envy. Last year,

Springfield Academy of Excellence (Springfield, Ohio)

GRADE SPAN: K-6
ENROLLMENT: 167
STATE RANKING: Academic Emergency
DESCRIPTION: Opened in 2001. Design is based on Yale University's Comer School Development Program.

School's Troubles Take Fordham by Surprise

W.E.B. DuBois Academy has gotten plenty of accolades.

It was labeled a "School of Promise" by the Ohio Department of Education. The governor highlighted the school during a visit last year. It even earned a plug in the U.S. Senate during National Charter Schools Week in 2005.

And then there was the front-page story in *The Cincinnati Enquirer* in July 2005 featuring the school's founder and leader, Wilson H. Willard, and describing his plans to expand that fall. Mr. Willard was described as a "role model for charter schools" by Terry Ryan, the vice president for Ohio programs and policy at the Thomas B. Fordham Foundation.

Now, Mr. Willard and his schools, which serve mainly low-income families, have come under a cloud. In October of this year, he was indicted by the state on charges of stealing money from school coffers and falsifying enrollment records. He left the school before the start of this academic year.

Last month, the Washington-based foundation placed the academy and its two new sister schools, which share space and staff, on probation for multiple violations of their charter contracts. Fordham in 2005 became the schools' sponsor, as charter authorizers are called in Ohio.

"When we inherited the school, it had been operating for five years," Mr. Ryan said of DuBois. "We went in and did background checks, kicked the tires, visited the school."

He added, "I swear to God, we dug and looked as hard as you possibly can, but it's been humbling."

DuBois Academy has been the subject of a special investigation by the state auditor's office over

the past year. Last spring, the school announced major cutbacks in its budget and staff to stay open. About 80 percent of the staff members are new this school year.

"I feel pretty good about our conscientiousness in this matter, and more sympathetic than I had been before from a sponsor's standpoint of not always knowing what's going on inside a school," said Chester E. Finn Jr., the president of the Fordham Foundation.

Extensive Compliance Problems

In a Nov. 1 letter to the schools, Fordham said a review this fall found "scant evidence of a coherent education program" and noted "extensive compliance problems and fiscal-management issues."

If the schools fail to take a series of steps spelled out by Fordham, they could face closure.

In a detailed reply, Edward Burdell, the board president for the three schools, pledged to meet all of the demands.

"We look forward to working collaboratively with you as we move forward and complete a successful year," he wrote Nov. 12.

Mr. Wilson, the schools' founder, has not yet entered a plea, according to the prosecutor's office in Cincinnati. He and his lawyer did not return phone calls seeking comment.

Todd Haynes, who heads the state education department's charter school office, said he's generally satisfied with how the Fordham Foundation has handled the matter as the schools' sponsor.

"Fordham is taking that responsibility very seriously," he said.

—ERIK W. ROBELEN

As he helps oversee a charter portfolio with a spotty record of performance, one Fordham official says he's gained new respect for educators in regular city schools.

for example, it secured a three-year, \$1.8 million grant from the Bill & Melinda Gates Foundation to underwrite its charter sponsoring work. It also can easily tap leading experts for help.

Fordham itself has a modest grantmaking arm, too. In 2005, it paid out \$553,000 in grants, with about half of that spent in Ohio.

It has provided grants to Ohio charter schools, including ones it now sponsors.

The foundation runs its sponsorship operation out of a small second-story office in the historic Oregon district of Dayton.

Fordham officials say they prefer to interfere little with schools' work. "If they're organizationally strong and they're delivering the goods, our approach is to, as much as possible, stay out of their way and encourage their development and improvement," said Terry Ryan, Fordham's vice president for Ohio programs and policy, who spends about half his time on sponsorship.

But Fordham officials say they are serious about strong academic expectations and public transparency. Taking a cue from authorizers it admires, the foundation in late November published the first of what it calls an annual accountability report on its sponsorship. The 144-page document describes Fordham's role and provides detailed information about the schools it oversees, including academic benchmarks they made or missed.

The heart of the sponsorship operation, the report says, is the accountability plan

agreed to by each school. It sets measurable goals, most of which relate to performance on state assessments and other tests. The foundation executes oversight through site visits and an online document-housing database it's using.

Fordham also has volunteered for a pilot evaluation system for charter school authorizers the state launched this year to promote better-quality sponsorship.

And it's taken to heart Ohio's requirement that sponsors provide technical assistance to the schools they oversee. For instance, it paid for the Englewood, Colo.-based Center for Performance Assessment to help schools use test data to improve instruction. It also brought in a national charter expert to conduct evaluations at schools with low state ratings.

'Painful Stories'

Fordham's grants to charters typically are about \$5,000 or \$10,000, but it recently dug deeper into its pocket to help out the Omega School of Excellence, a school to which it has long-standing ties. Founded by a minister at the Omega Baptist church in Dayton, the charter has seen a backward slide over the past couple of years in academics, finances, and enrollment. With encouragement from Fordham, the school has put in place a new teaching staff and principal. The foundation this year gave it a \$100,000 matching grant to help it stay afloat.

At the same time, Fordham recently took steps to crack down on the W.E.B. DuBois Academy and its two sister schools in Cincinnati. The former superintendent for the

DuBois Academy was indicted in October. Fordham last month placed the schools on probation, citing numerous violations of their charter contracts.

Board members for several schools describe the foundation as more engaged sponsor than the Ohio Department of Education was. "Fordham has asked us to raise the bar," said Donald B. Jentleson, the board president for the East End Accelerated Community School in Dayton. "Having them push us, having them provide us with technical assistance, has been a very positive relationship."

As a leading critic of charter schools in the state, the Ohio affiliate of the American Federation of Teachers has often butted heads with Fordham and opposed allowing non-public groups to become authorizers. But Tom Mooney, the Ohio Federation of Teachers' late president, said in an interview last month, shortly before his death, that while

he still opposed that policy, he thought Fordham officials were "sincere in what they're trying to do."

"Fordham wants to be a responsible sponsor, and impose higher standards of quality," he said.

Mr. Ryan, who has worked at Fordham since 2001, said the experience of being a charter authorizer had led him to better appreciate the tremendous challenge of educating disadvantaged students in urban communities.

"I'm amazed at some of the really, really painful stories that 6-year-olds and 7-year-olds are bringing to school, and the efforts of schools to deal with these things," he said. "I've gained more respect for traditional educators." ●

Coverage of new schooling arrangements and classroom improvement efforts is supported by a grant from the Annenberg Foundation.

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Editorial & Business Offices:
Suite 100, 6935 Arlington Road
Bethesda, MD 20814
(301) 280-3100
FAX Editorial (301) 280-3200
FAX Business (301) 280-3250

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Overview of Fordham-sponsored Schools

This section reviews the demographics of the students and faculty at the nine Fordham-sponsored schools in 2006-07 and examines how well students at those schools performed on state assessments, comparing those results to student performance in home districts and to other charter schools.

Demographics

This section contains information about the 2,622 students enrolled and the 146 teachers working in the nine Fordham-sponsored schools in 2006-07.

Student Characteristics

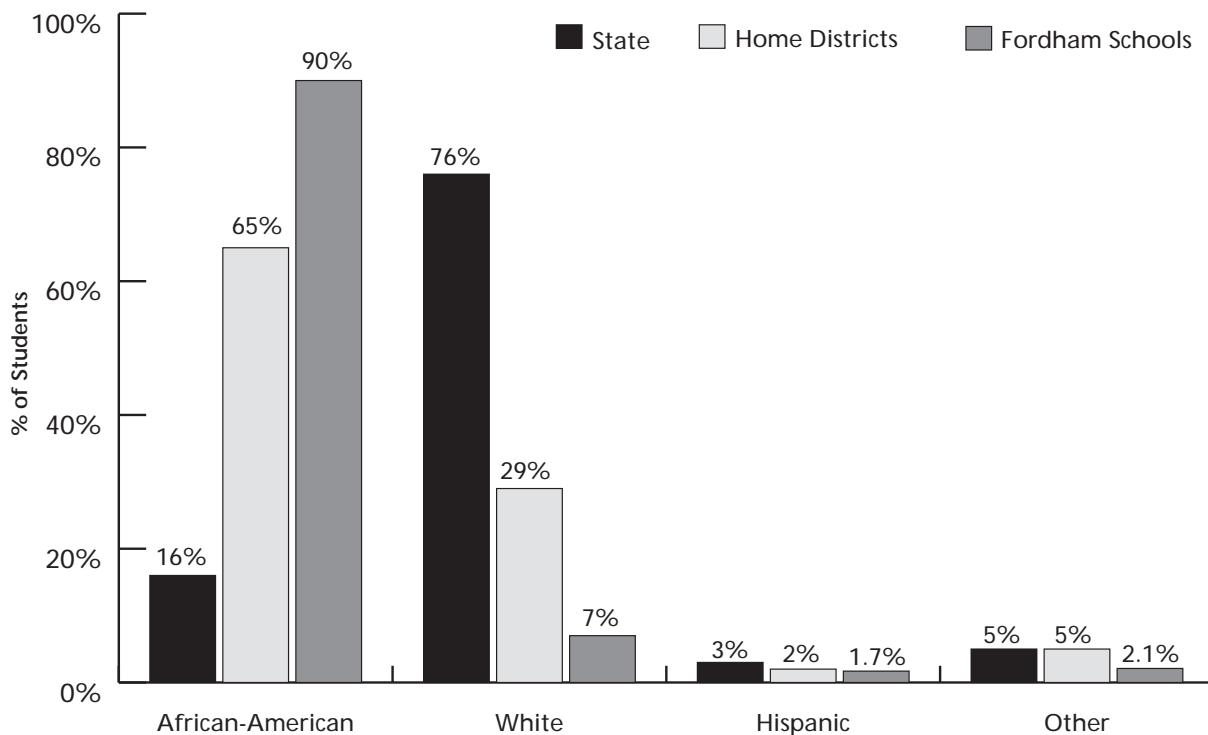
Race/Ethnicity of Students

Fordham-sponsored schools are located in three cities: Cincinnati, Dayton, and Springfield. These schools serve a student population that is significantly more minority than the districts where they are located (90 percent vs. 65 percent). Statewide, 76 percent of Ohio's school population is white.

Economically-disadvantaged Students

Students in Fordham-sponsored schools participate in greater numbers in the federal Free and Reduced

Graph I: Race/Ethnicity of Fordham-sponsored Schools, Home District, and Statewide, 2006-07



Source: Ohio Department of Education's Community School Average Daily Membership (CSADM) database. The CSADM database contains information on all students enrolled in charter schools in Ohio and is used to determine school funding.

Table IV: Students Receiving Special Education Services in Fordham-sponsored Schools

SCHOOL NAME	% OF STUDENTS RECEIVING SPECIAL ED. SERVICES
Dayton Academy	11.0
Dayton View Academy	10.2
East End Community School	13.2
Omega School of Excellence	5.1
Phoenix Learning Community	10.7
Springfield Academy of Excellence	8.2
WEB DuBois, CSRC, Veritas	7.1

Source: 2006-07 School Year Report Cards. Ohio Department of Education, published August 14, 2007. <http://www.ode.state.oh.us/reportcard>

Lunch program, eligibility for which is based on a family's income. In Fordham-sponsored schools 87.5 percent of all students participate in this federal program versus 65.3 percent of students in the three urban districts where Fordham-sponsored charter schools are located. Statewide, 28.3 percent of all public school students received Free and Reduced Lunch in 2006-07.

Students with Disabilities

In districts where Fordham-sponsored schools operate, 19.5 percent of pupils have been identified as

disabled, compared to 10 percent in Fordham-sponsored schools. The percent of students with disabilities ranges from 5.7 percent at Dayton View Academy to 15.5 percent at Phoenix Community Learning Center. Statewide, 14.3 percent of students are identified as disabled. Data were not available on the nature of these disabilities as compared with those of students attending nearby district schools.

Faculty Characteristics

In 2006-07, 146 teachers taught in Fordham-sponsored schools.

Table V: Characteristics of Faculty in Fordham-sponsored Schools, 2005-06

Number of Teachers	146
Female	78%
Male	22%
White	53%
African American	42%

Source: 2006-07 School Year Report Cards. Ohio Department of Education, published August 14, 2007. <http://www.ode.state.oh.us/reportcard>

Enrollment

Fordham-sponsored charter schools in 2006-07 served mostly students in grades K-8. Three schools (Cincinnati Speech and Reading Center, Veritas/Cesar Chavez Community School, and W.E.B. Dubois) served a small number of students in grades 9-12.

Academic Performance

Information about Assessments Used

Each year, the state's accountability system assigns schools and school districts one of five academic ratings: Excellent, Effective, Continuous Improvement,

Table VI: Enrollment in Fordham-sponsored Schools, 2006-07

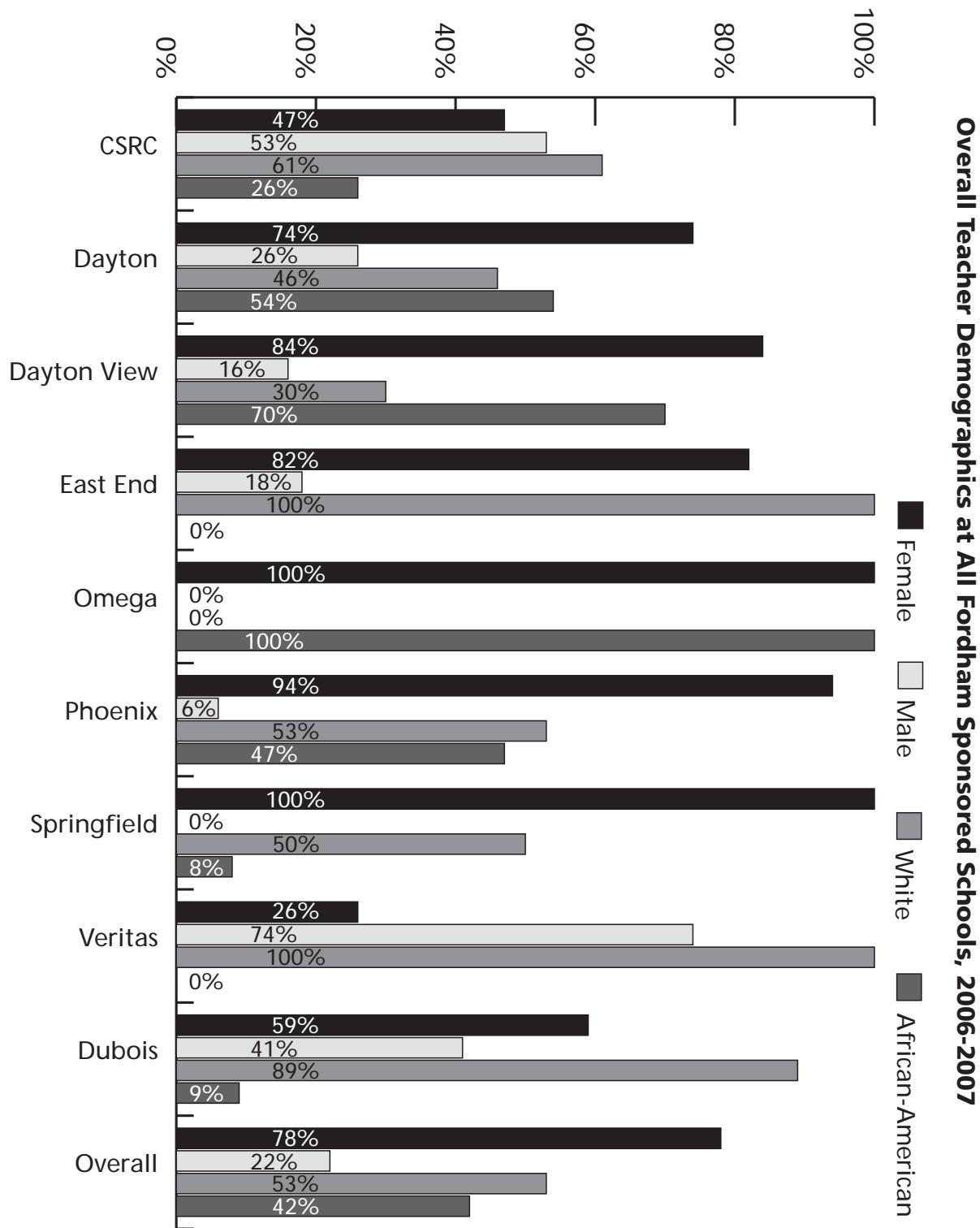
SCHOOL	Sept. 2005 Enrollment	Sept. 2006 Enrollment	Sept. 2007 Enrollment	Net 2-yr. gain/loss
Cincinnati Speech & Reading Center (CSRC)	21	166	274	+253
Dayton Academy	701	803	795	+94
Dayton View Academy	641	663	595	-46
East End Community School	134	217	226	+92
Omega School of Excellence	115	69	113	-2
Phoenix Learning Community	278	396	367	+89
Springfield Academy of Excellence	252	167	175	-77
Veritas/Cesar Chavez	5	33	N/A	N/A
W.E.B. DuBois	125	216	216	+91
TOTAL	2272	2730	2761	+494

Source: Ohio Department of Education's Community School Average Daily Membership database.

Academic Watch, or Academic Emergency. These ratings are based on indicators including results of statewide achievement tests in core subjects given to grades three through eight in the autumn and spring, the Ohio Graduation Tests given (to high-school students) in the spring, and graduation and attendance ratings. The state goal is that 75 percent of all students be proficient on each assessment.

Using results from these indicators, the Fordham Foundation analyzed each school's performance in 2006-07. The aim of this was to answer a series of questions about how well each school performed according to the requirements and goals of the Fordham Academic Accountability Plan, which is central to every charter school contract that Fordham has entered into. See Table VII below.

Graph II: Teacher Race/Ethnicity by School, 2006-07



Source: 2006-07 School Year Report Cards. Ohio Department of Education, published August 14, 2007.
<http://www.ode.state.oh.us/reportcard>

Table VII: School Performance on Requirements and Goals of the Fordham Academic Accountability Plan

Did School...	Cincinnati Speech and Reading Center	Dayton Academy	Dayton View Academy	East End Accelerated Community School	Omega School of Excellence	Phoenix Community Learning Center	Springfield Academy of Excellence	Veritas/Cesar Chavez Academy	W.E.B. Dubois Academy
Requirement 1: Make Adequate Yearly Progress (AYP)? ²					X		X	X	
Requirement 2: Make AYP in Reading Participation and Achievement?					X				X
Requirement 3: Make AYP in Mathematics Participation and Achievement?					X	X			X
Goal 1: Receive rating of at least Continuous Improvement?					X	X			X
Goal 2: Average at least 5% growth on READING portions of state tests?									
Goal 3: Average at least 5% growth on MATH portions of state tests?							X		
Goal 4: Average at least 3% growth on SCIENCE portions of state tests?									
Goal 5: Average at least 3% growth on WRITING portions of state tests?				X			X		
Goal 6: Average at least 3% growth on all CITIZENSHIP portions of state tests?									
Goal 7: Outperform home district average on all five portions of state tests?									
Goal 8: Outperform state community school average on all five portions of state tests?									

X indicates that the school met the requirement or goal.

A blank cell indicates that the school failed to meet the requirement or goal.

A gray cell indicates that the requirement or goal was not applicable to that school in 2006-07.

Other notes: Goals 4 and 6 were not tracked this year because the state did not report test results in the appropriate subjects in both 2005-06 and 2006-07. Goals shaded in gray are not applicable to the particular school. For more details on the performance of a particular school, see the individual school report.

Table VIII: AYP Status of Fordham-sponsored Schools, 2005-06 and 2006-07

SCHOOL	05-06 AYP Status		06-07 AYP Status
Cincinnati Speech & Reading Center	N/A	↓	Did Not Meet
Dayton Academy	Did Not Meet	→	Did Not Meet
Dayton View Academy	Did Not Meet	→	Did Not Meet
East End Community School	Did Not Meet	→	Did Not Meet
Omega School of Excellence	Did Not Meet	→	Did Not Meet
Phoenix Academy	Met	→	Met
Springfield Academy of Excellence	Did Not Meet	→	Did Not Meet
Veritas/Cesar Chavez	N/A	↑	Met
W.E.B. DuBois	Met	→	Met

The analysis that follows details how well Fordham-sponsored schools performed on state assessments in reading, math, and writing – as well as their Adequate Yearly Progress status.

Adequate Yearly Progress Status

Adequate Yearly Progress (AYP) is part of the federal No Child Left Behind Act (NCLB)¹. AYP status is determined by the number of students meeting or exceeding state academic proficiency standards in reading and math – plus test participation and (high school) graduation rates. AYP also indicates how certain groups of students (such as students from economically-disadvantaged families or those with limited English proficiency) are doing in reading and math.

In 2006-07, three of nine Fordham-sponsored schools met AYP: Phoenix Academy, Veritas/Cesar Chavez and W.E.B. DuBois,

For the five schools (Dayton Academy, Dayton View Academy, East End Community School, Springfield Academy of Excellence, and the Omega School of Excellence) that did not make AYP two

years in a row, Fordham is required by federal law to send a letter to the parents of children enrolled in these schools, alerting them to the situation and informing them that, under NCLB, they may choose to enroll their child in another district or charter school that made AYP. These schools are required to submit plans to Fordham, explaining what specific steps will be taken to improve student learning. Fordham works with these schools to help them identify and implement strategies for meeting their academic goals in the future.

Performance on Statewide Assessments

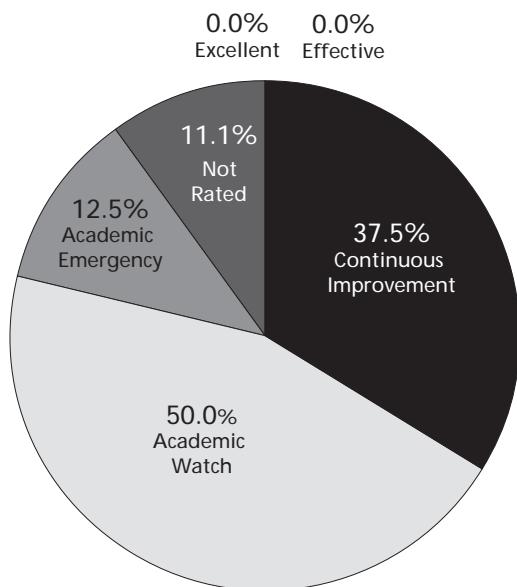
During the 2006-07 school year, two Fordham-sponsored schools improved upon the Academic Emergency ratings they had received in 2005-06. Two schools were rated Effective; two were designated in Continuous Improvement; one was in Academic Watch; and two remained in Academic Emergency. One school, Cincinnati Speech and Reading Center, was rated for the first time in 2006-07, because it opened only in 2005-06. One other school, Veritas/Cesar Chavez Academy, was

Table IX: Academic Ratings of Fordham-sponsored Schools, 2005-06 and 2006-07

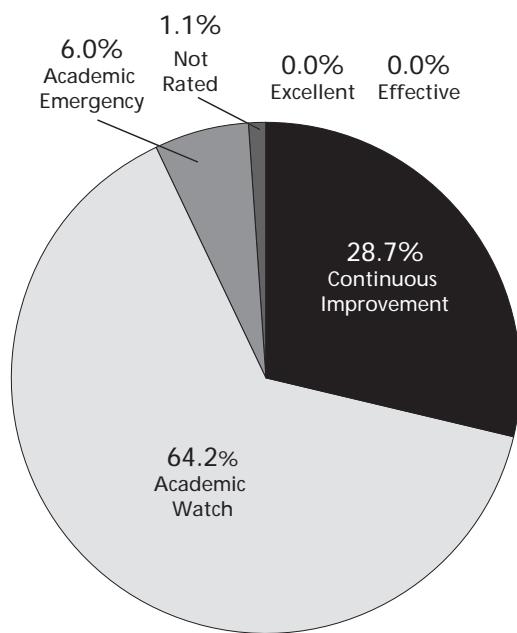
School	05-06 Academic Rating		06-07 Academic Rating
Cincinnati Speech & Reading Center	N/A	↓	Academic Emergency
Dayton Academy	Continuous Improvement	↓	Academic Watch
Dayton View Academy	Academic Watch	→	Academic Watch
East End	Continuous Improvement	↓	Academic Watch
Omega	Academic Emergency	↑	Academic Watch
Phoenix	Effective	↓	Continuous Improvement
Springfield	Academic Emergency	↑	Continuous Improvement
Veritas/Cesar Chavez	NR*	→	NR*
W.E.B. DuBois	Effective	↓	Continuous Improvement

*NR = Not rated - the number of students enroled at the school in 2006 - 07 was below the state minimum subgroup size; consequently, no scores were reported.

Graph III: Percent of Fordham-sponsored Schools with Each Performance Designation



Graph IV: Percent of students (in Fordham-sponsored schools) by schools' performance rating



Source: 2006-07 School Year Report Cards. Ohio Department of Education, published August 14, 2007.
<http://www.ode.state.oh.us/reportcard>

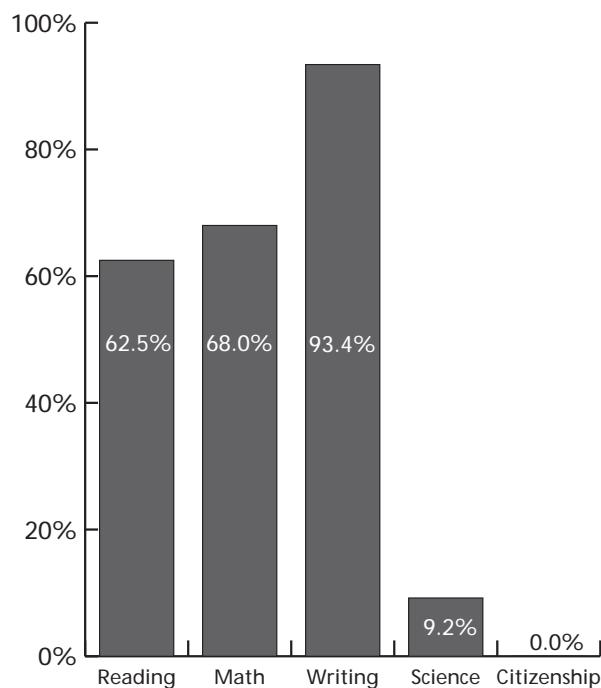
unrated in 2005-06 and 2006-07 because it did not have enough students tested to receive a state academic rating.

Performance by Subject

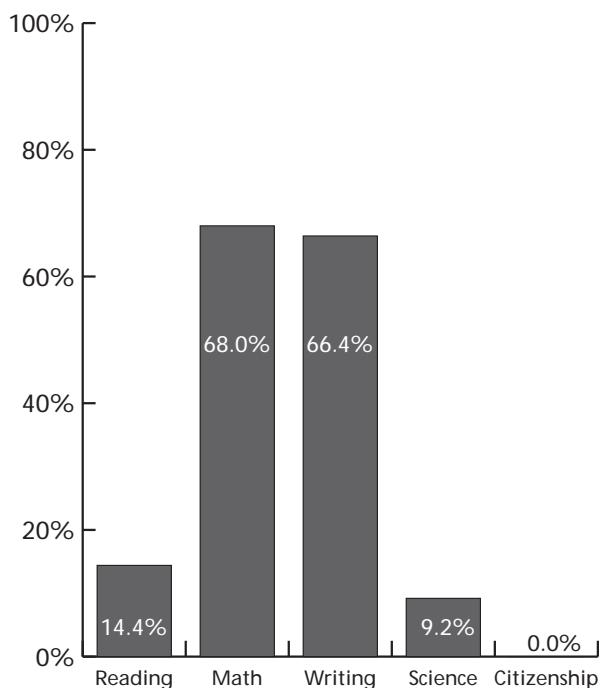
The majority of students in Fordham-sponsored schools attended schools that outperformed the district where the school is located in the percent of students passing state tests in reading, math and writing. Very few students, however, attended schools that outperformed the district in science or citizenship. All district comparisons compare each individual school to the district where it is located and compare the overall performance of all the Fordham-sponsored schools to a weighted average of the three districts where the schools are located (for a more detailed explanation, see the methodology in the Appendix A).

Over half of the students in Fordham-sponsored schools attended schools that also surpassed the Ohio charter-school average in the percent of students passing state tests in math and writing.

Graph V: Percent of Students enrolled in Fordham-sponsored Schools that Outperform the Average District School Score, 2006-07



Graph VI: Percent of Students enrolled in Fordham-sponsored Schools that Outperform the Average Charter School Score, 2006-07



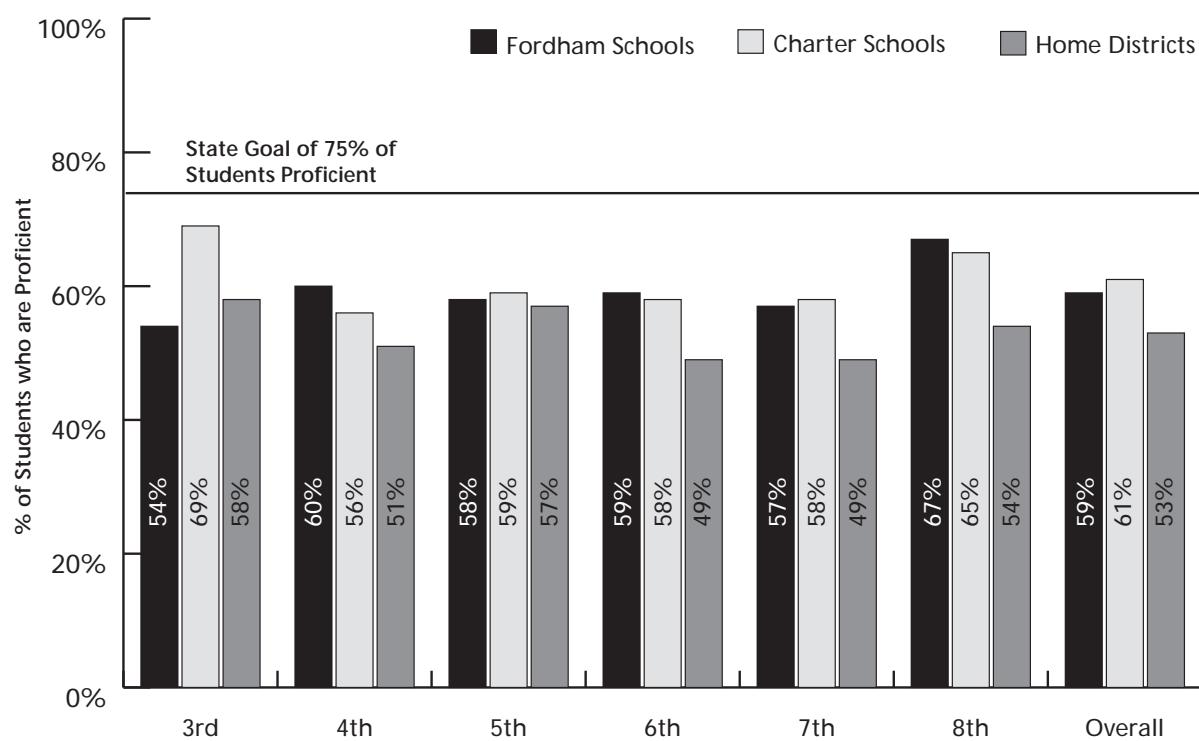
Reading

In 2006-07, 59 percent of students in grades three through eight attending Fordham-sponsored charter schools achieved or exceeded reading proficiency. As a group, see graph VII, students in Fordham-sponsored schools performed better than students in their home districts in all levels of reading except third grade and did better than students in other charter schools in the state in the fourth, sixth, and eighth grades.

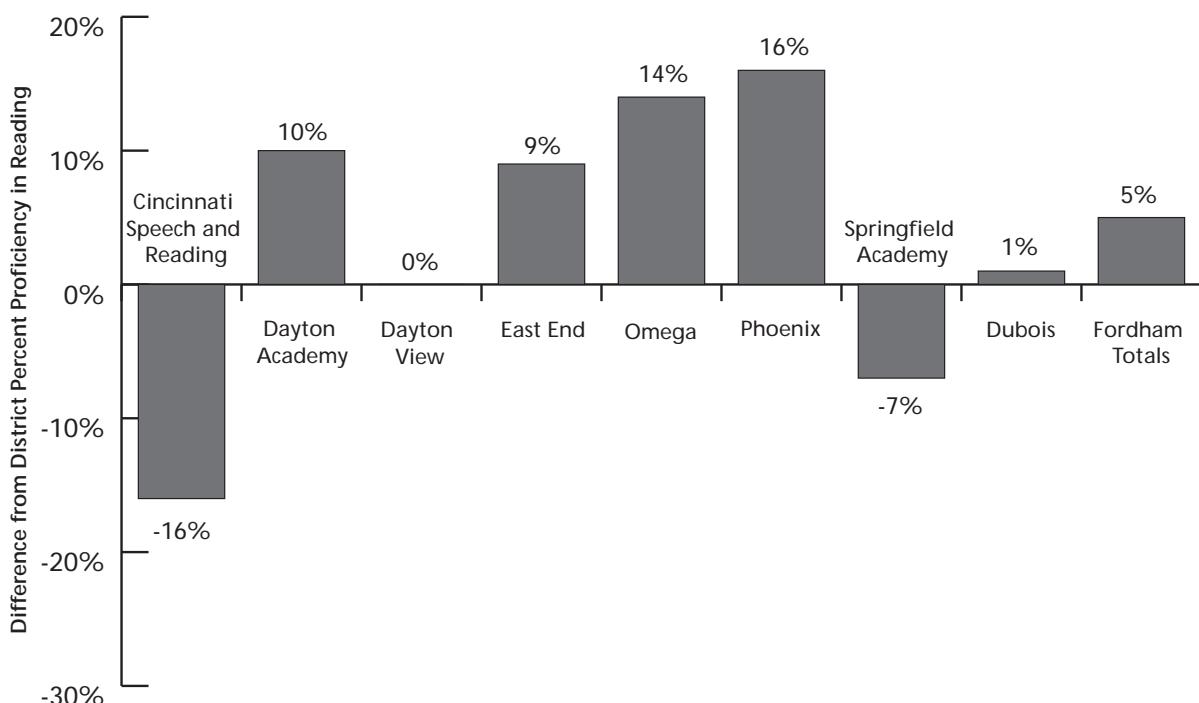
Students in five of eight Fordham-sponsored schools performed better in reading than students in their home districts. See Graph VIII for a comparison of each Fordham-sponsored school to its home district.

Students in one of eight Fordham-sponsored schools performed better in reading than students in other charter schools in the state. Graph IX shows the difference between the performance of each Fordham-sponsored school and the average state charter school performance.

Graph VII: Percent of Students in Fordham-sponsored Schools, Statewide Charter Schools and Home Districts Proficient in Reading, 2006-07, by grade

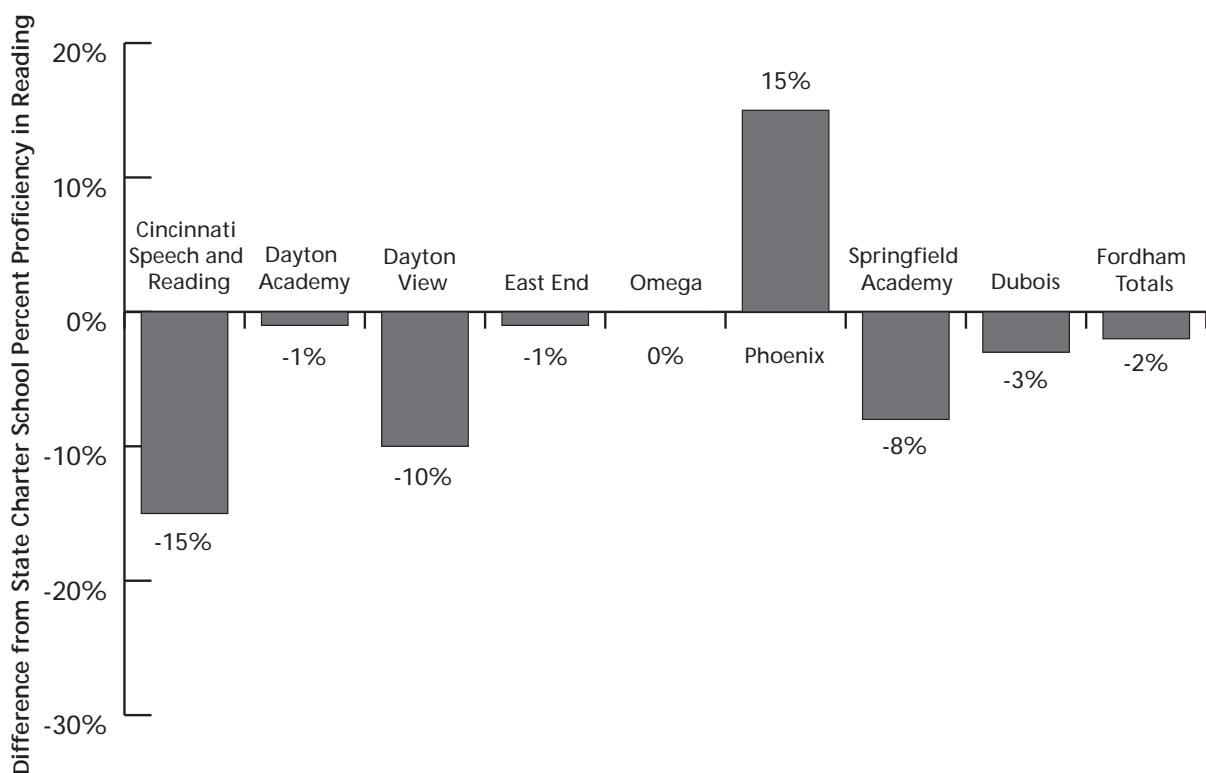


Graph VIII: Difference between Fordham-sponsored Schools' Performance in Reading and Home District Average, 2006-07



Source: 2006-07 School Year Report Cards. Ohio Department of Education, published August 14, 2007.
<http://www.ode.state.oh.us/reportcard>

Graph IX: Difference between Fordham-sponsored Schools Performance in Reading and State Charter School Average, 2006-07



Source: 2006-07 School Year Report Cards. Ohio Department of Education, published August 14, 2007.
<http://www.ode.state.oh.us/reportcard>

Math

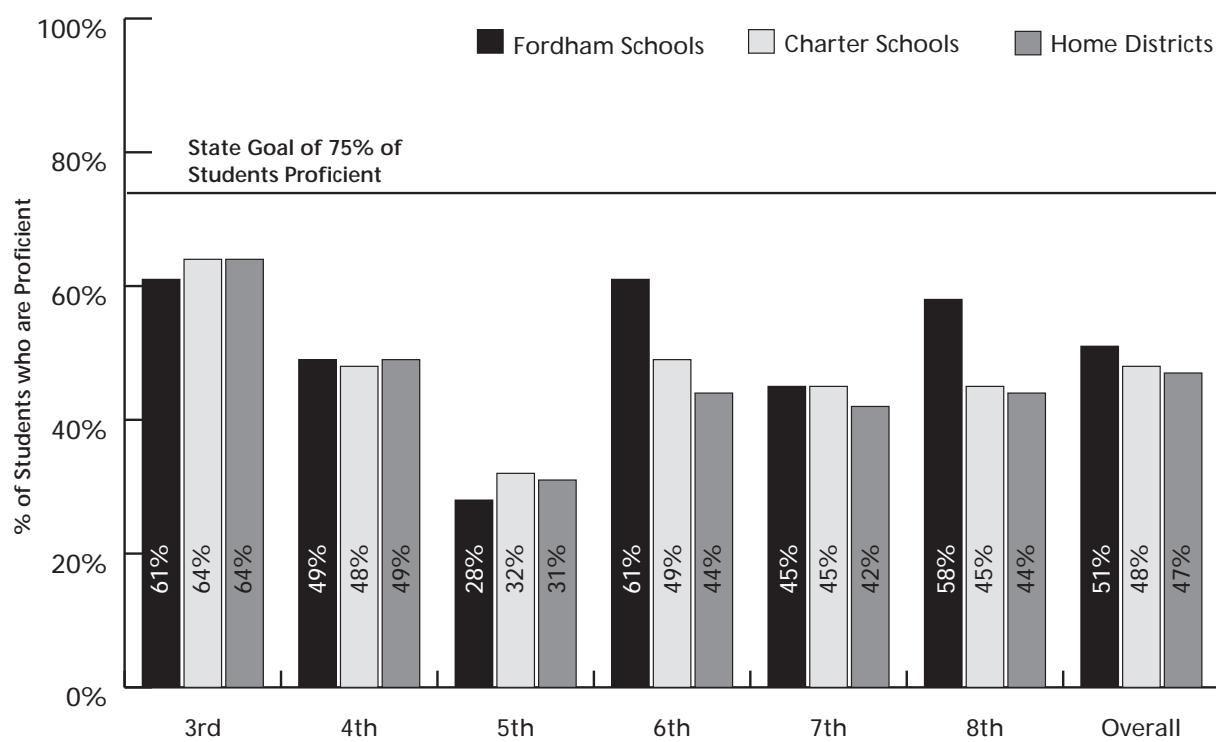
In 2006-07, 51 percent students in grades three through eight attending Fordham-sponsored charter schools achieved or exceeded math proficiency. As a group, see graph X, students in Fordham-sponsored schools performed better than students in their home districts and in other charter schools in the state in all levels of math except for the third and fifth grades.

Students at three of eight Fordham-sponsored schools performed better in math than students in

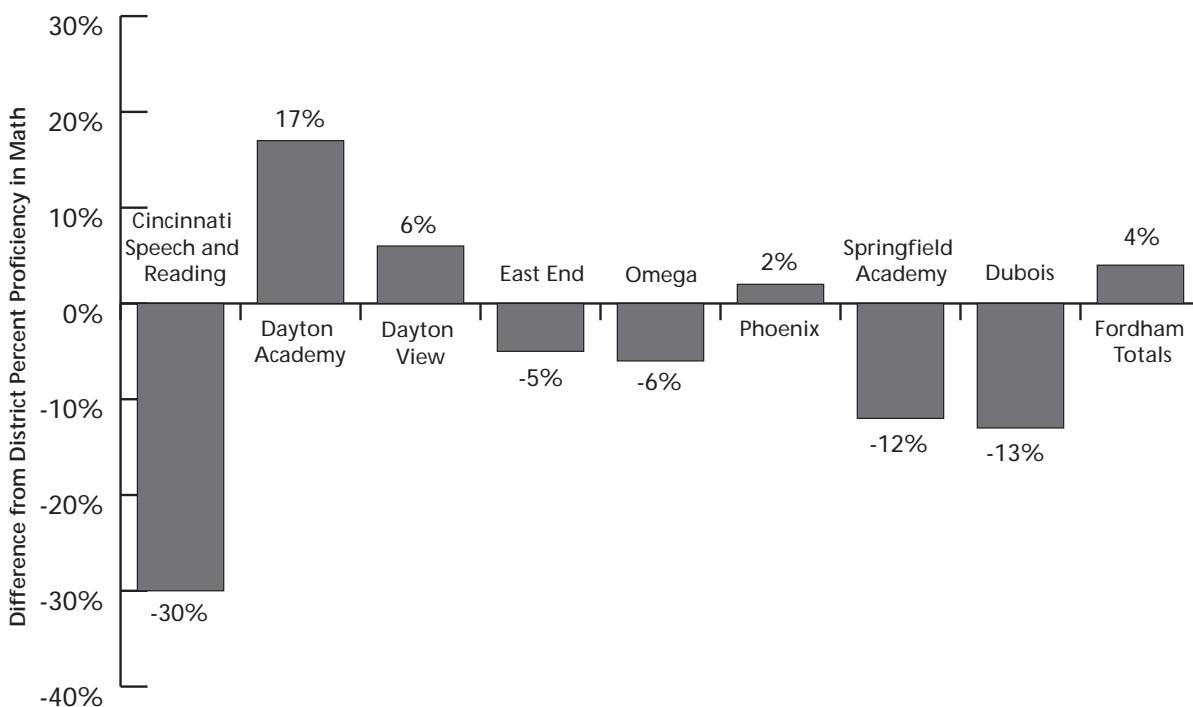
their home districts. Graph XI shows the difference between the performance of each Fordham-sponsored school and the home district performance.

Students at three of eight Fordham-sponsored schools performed better in math than students in other charter schools in the state. Graph XII shows the difference between the performance of each Fordham-sponsored school and the average state charter school performance.

Graph X: Percent of Students in Fordham-sponsored Schools, State Charter Schools and Home Districts Proficient in Math, 2006-07

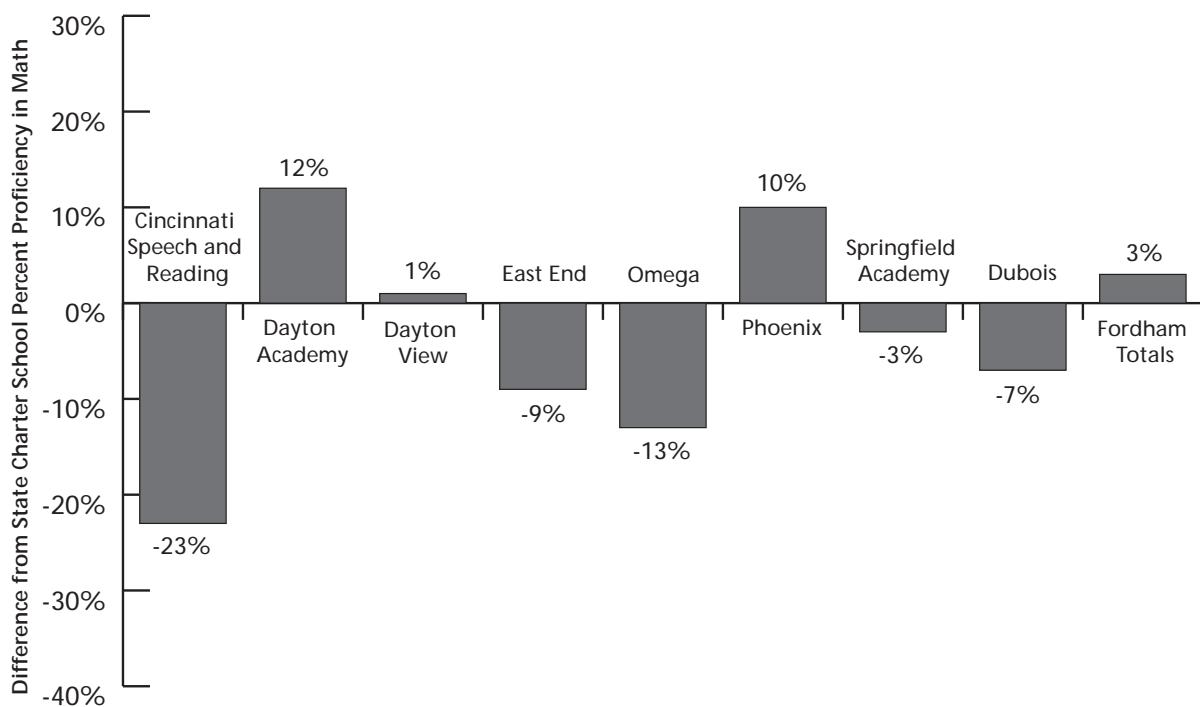


Graph XI: Difference between Fordham-sponsored Schools Performance in Math and Home District Average, 2006-07



Source: 2006-07 School Year Report Cards. Ohio Department of Education, published August 14, 2007.
<http://www.ode.state.oh.us/reportcard>

Graph XII: Difference between Fordham-sponsored Schools Performance in Math and State Charter School Average, 2006-07



Source: 2006-07 School Year Report Cards. Ohio Department of Education, published August 14, 2007.
<http://www.ode.state.oh.us/reportcard>

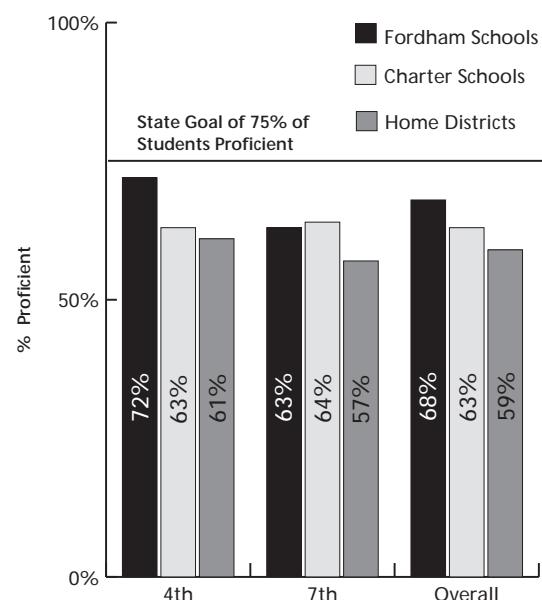
Writing

In 2006-07, see graph XIII, 68 percent of students attending Fordham-sponsored charter schools achieved or exceeded writing proficiency, meeting the state's goal. As a group, students in Fordham-sponsored schools did better than students in their home districts in all grade levels of writing and did better than other charter schools in the state in fourth grade writing.

Students in six of seven Fordham-sponsored schools performed better in writing than students in their home districts. Graph XIV shows the difference between the performance of each Fordham-sponsored school and the home district performance.

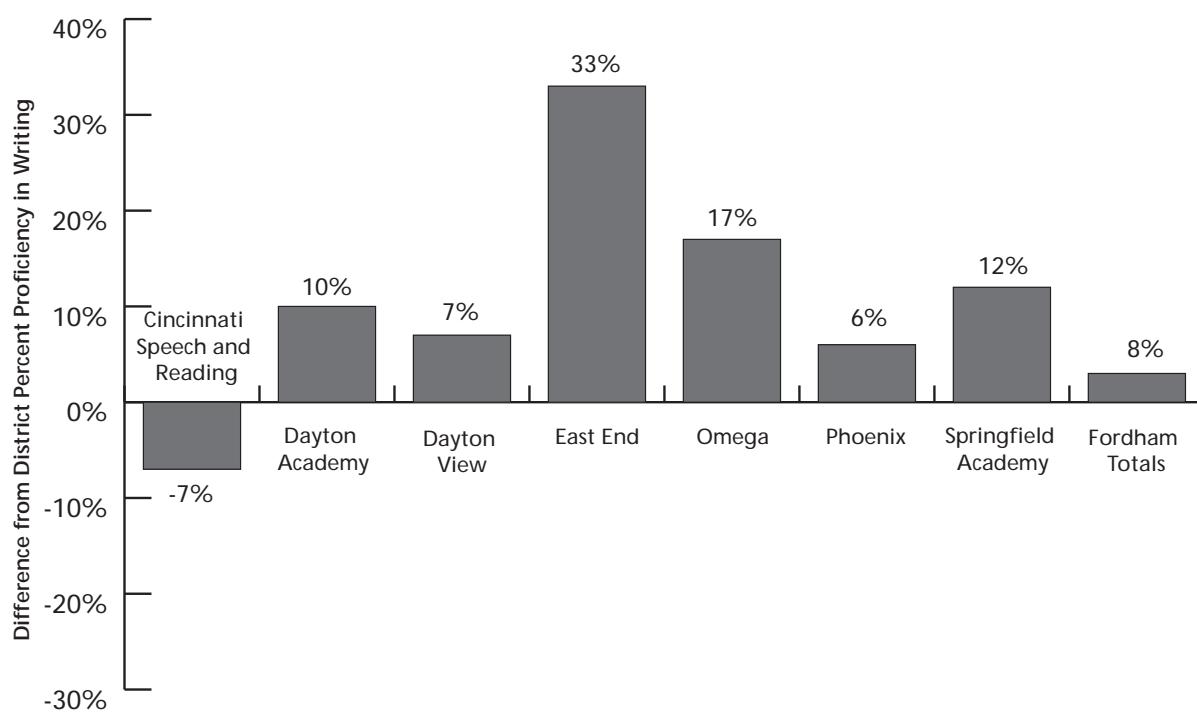
In 2006-07, students attending five of seven Fordham-sponsored schools performed better in writing than students in other charter schools in the state. Graph XV shows the difference between the performance of each Fordham-sponsored school and the average state charter school performance.

Graph XIII: Percent of Students in Fordham-sponsored Schools, State Charter Schools and Home Districts Proficient in Writing, 2006-07

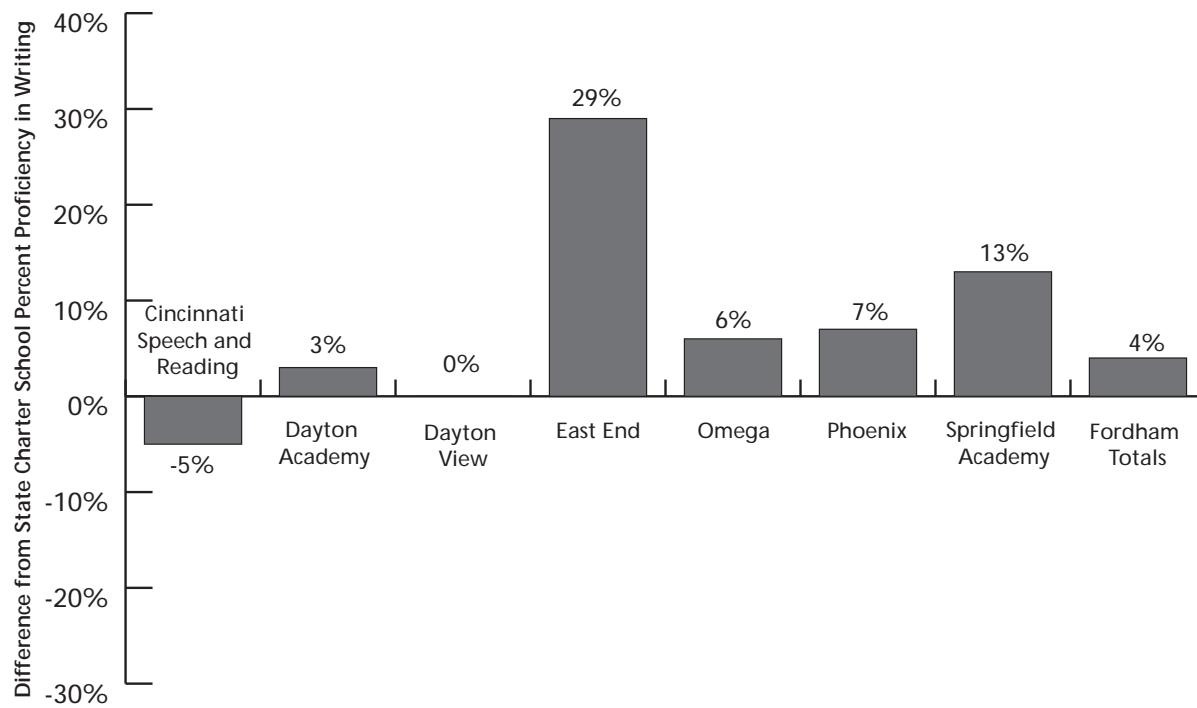


Source: 2006-07 School Year Report Cards. Ohio Department of Education, published August 14, 2007.
<http://www.ode.state.oh.us/reportcard>

Graph XIV: Difference between Fordham-sponsored Schools Performance in Writing and Home District Average, 2006-07



Graph XV: Difference between Fordham-sponsored Schools Performance in Writing and State Charter School Average, 2006-07



Source: 2006-07 School Year Report Cards. Ohio Department of Education, published August 14, 2007.
<http://www.ode.state.oh.us/reportcard>

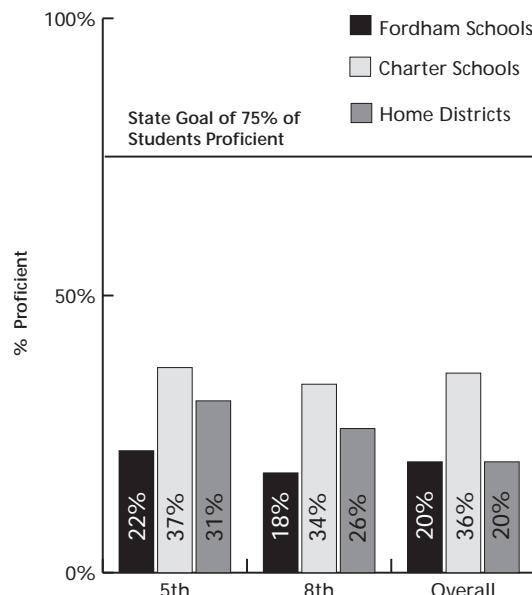
Science

In 2006-07, see graph XVI, 20 percent of students attending Fordham-sponsored charter schools achieved or exceeded science proficiency, meeting the state's goal. As a group, students in Fordham-sponsored schools did not perform as well as their home districts or other charter schools in the state in science.

Students in one of seven Fordham-sponsored schools performed better in science than students in their home districts. Graph XVII shows the difference between the performance of each Fordham-sponsored school and the home district performance.

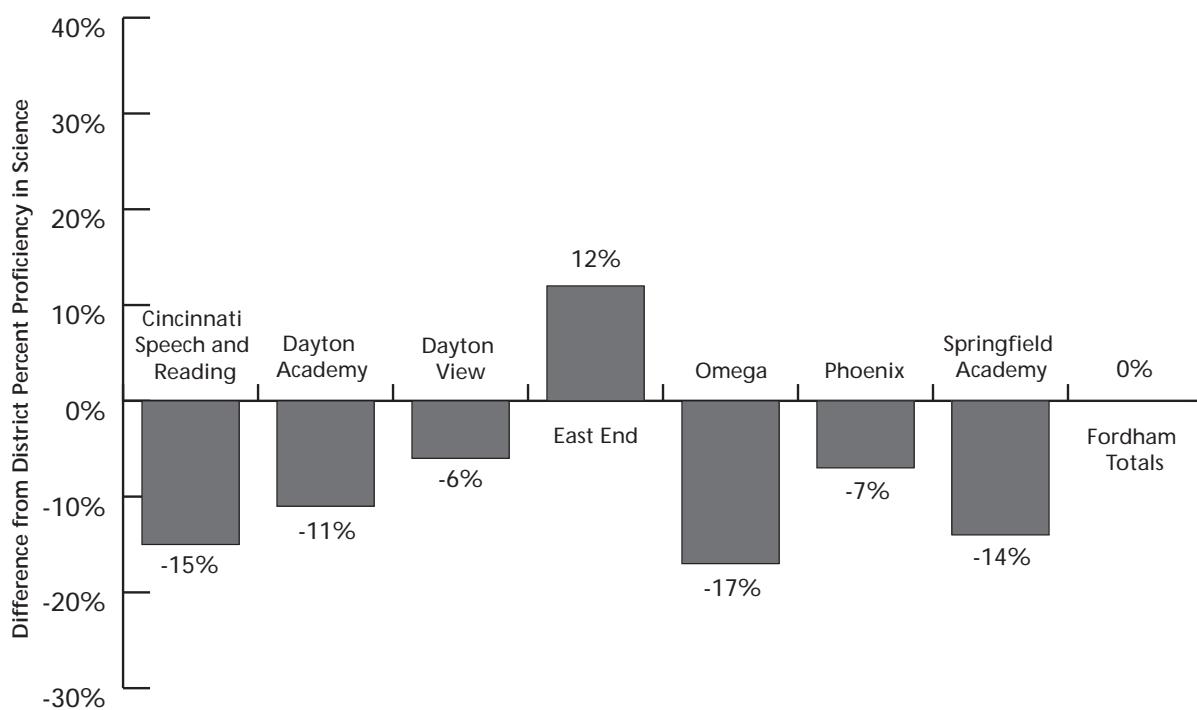
Students in one of seven Fordham-sponsored schools performed better in science than students in other charter schools in the state. Graph XVIII shows the difference between the performance of each Fordham-sponsored school and the average state charter school performance.

Graph XVI: Percent of Students in Fordham-sponsored Schools, State Charter Schools and Home Districts Proficient in Science, 2006-07



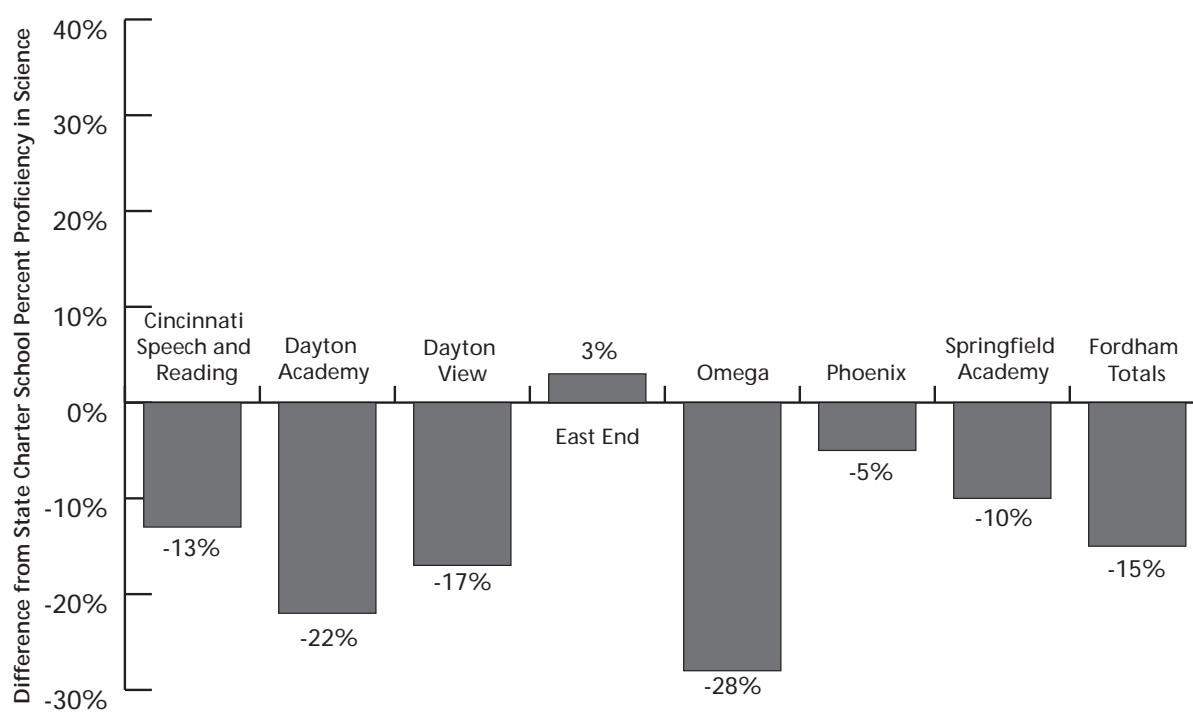
Source: 2006-07 School Year Report Cards. Ohio Department of Education, published August 14, 2007.
<http://www.ode.state.oh.us/reportcard>

Graph XVII: Difference between Fordham-sponsored Schools Performance in Science and Home District Average, 2006-07



Source: 2006-07 School Year Report Cards. Ohio Department of Education, published August 14, 2007.
<http://www.ode.state.oh.us/reportcard>

Graph XVIII: Difference between Fordham-sponsored Schools Performance in Science and State Charter School Average, 2006-07



Source: 2006-07 School Year Report Cards. Ohio Department of Education, published August 14, 2007.
<http://www.ode.state.oh.us/reportcard>

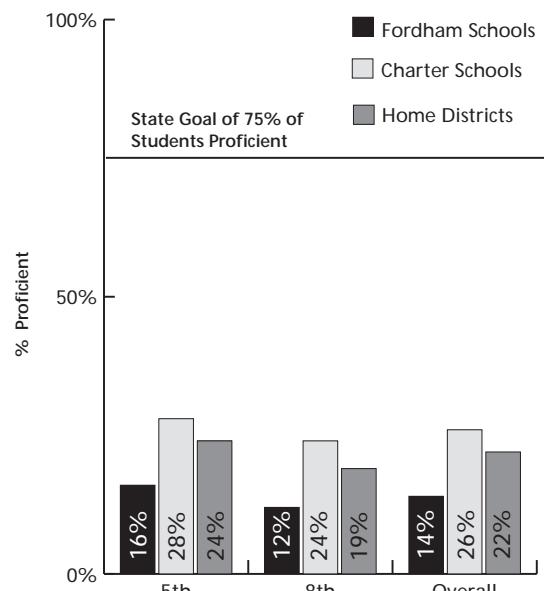
Citizenship

In 2006-07, see graph XIX, 14 percent of students attending Fordham-sponsored charter schools achieved or exceeded citizenship proficiency, meeting the state's goal. As a group, students in Fordham-sponsored schools did not perform as well as their home districts or other charter schools in the state in citizenship.

In 2006-07, on average students attending Fordham-sponsored schools did not perform better in citizenship than students in their home districts. Graph XX shows the difference between the performance of each Fordham-sponsored school and the home district performance.

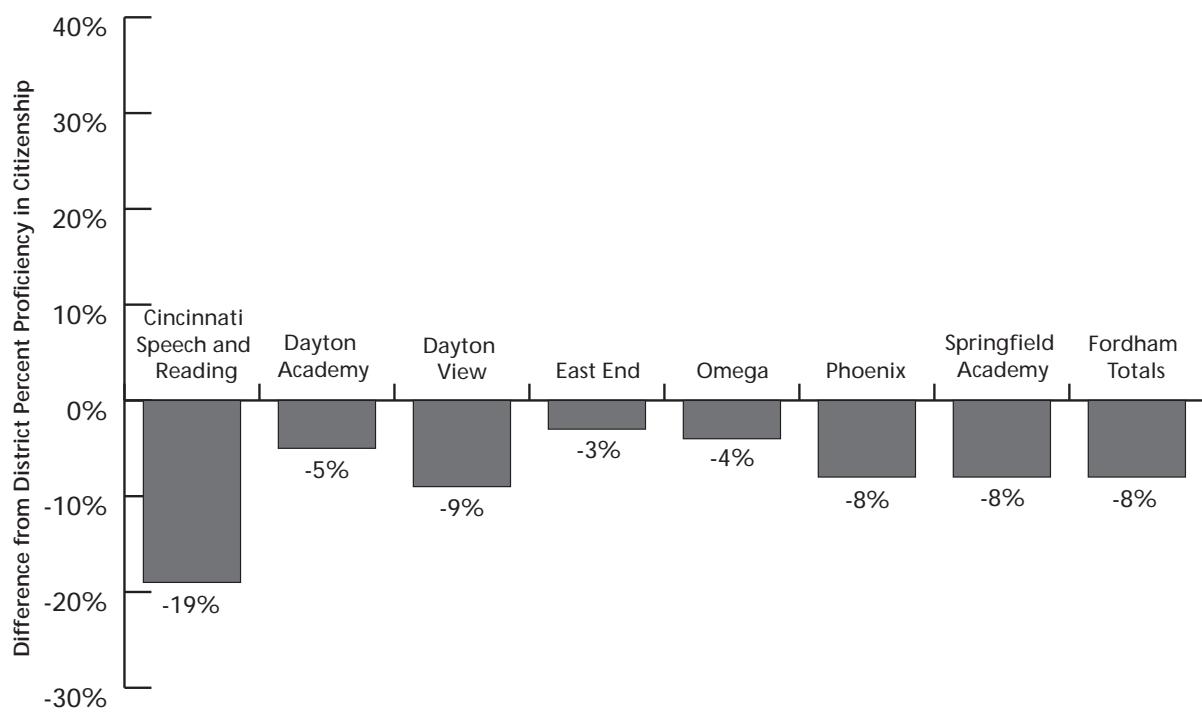
In 2006-07, on average students attending Fordham-sponsored schools did not perform better in citizenship than students in other charter schools in the state. Graph XXI shows the difference between the performance of each Fordham-sponsored school and the average state charter school performance.

Graph XIX: Percent of Students in Fordham-sponsored Schools, State Charter Schools and Home Districts Proficient in Citizenship, 2006-07

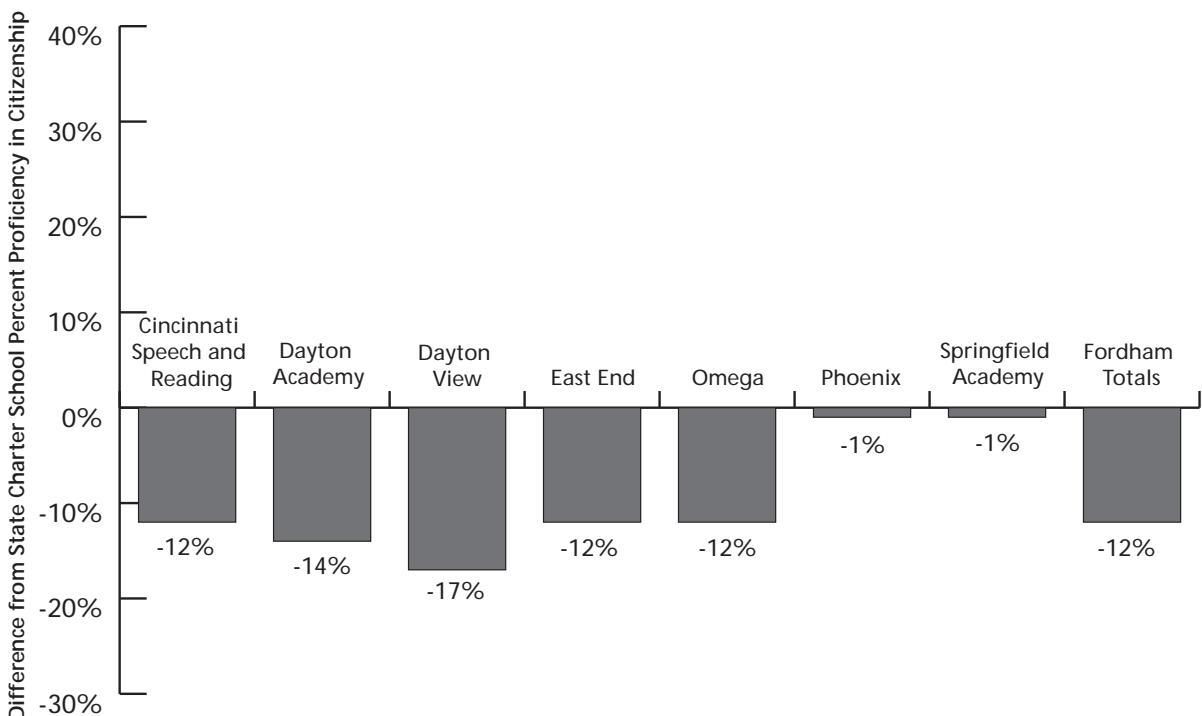


Source: 2006-07 School Year Report Cards. Ohio Department of Education, published August 14, 2007.
<http://www.ode.state.oh.us/reportcard>

Graph XX: Difference between Fordham-sponsored Schools Performance in Citizenship and Home District Average, 2006-07



Graph XXI: Difference between Fordham-sponsored Schools Performance in Citizenship and State Charter School Average, 2006-07



Source: 2006-07 School Year Report Cards. Ohio Department of Education, published August 14, 2007.
<http://www.ode.state.oh.us/reportcard>

Norm-referenced Tests

Three Fordham-sponsored schools utilized nationally norm-referenced test² in 2006-07 (such as Terra Nova, Stanford-10, or NWEA). These tests can help the schools and Fordham gauge how much student learning has occurred over the course of the academic year. The data provide information on whether students gained ground, lost ground, or stayed even in comparison to their peers nationally. Starting this year, Ohio will be introducing a value-added system that will allow Fordham-sponsored schools to track the progress of students over time.

Governance and Non-academic Performance

Leadership

Each Fordham-sponsored school is governed by a board composed of five to ten members with experience in business, nonprofit organizations, or education. Some Fordham-sponsored schools share boards. For efficiency and continuity, the two Edison schools, Dayton View Academy and Dayton Academy, share a nine-member board. The W.E.B. Dubois Academy and the Cincinnati Speech and Reading Center also share one board.

There was significant turnover of school leaders at Fordham-sponsored schools in 2006-07. Five Fordham-sponsored schools had a new school leader. The Fordham Foundation hopes to see strong and stable leadership in place in future years.

Audit Information

All charter schools must meet financial accountability standards in their contracts and financial report-

Table X: Availability and Most Recent Date of School Individual School Audits

SCHOOL	Most Recent Audit
Cincinnati Speech and Reading Center	None Available
Dayton Academy	2005-06
Dayton View Academy	2005-06
East End Community School	2005-06
Omega School of Excellence	2005-06
Phoenix Community Learning Center	2005-06
Springfield Academy of Excellence	2005-06
Veritas/Cesar Chavez Community School	None Available
W.E.B. Dubois Academy	2002-03

ing. Each year, the office of the Ohio Auditor of State or its representative audits each charter school's financial statements. The audit examines the evidence supporting the amounts and disclosures in the financial statements and assesses the school's adherence to accounting principles. The most recent audits available for Fordham-sponsored schools range from FY03³ to FY06.⁴

¹ This measure rewards the achievement of all demographic groups in the school. Federal AYP requirements identify a series of standards that each school and district must reach. Two of the standards are targets for the percent of students who must score proficient or above in reading and mathematics. Another two standards are the requirement of at least 95 percent participation of enrolled students in both reading and mathematics testing.

² Nationally norm-referenced tests allow comparison with a nation group that reflects the student population of the nation.

³ The W.E.B. DuBois Academy, available via search at: <http://www.auditor.state.oh.us/AuditSearch/Search.aspx>

⁴The most recently released audits for The Dayton Academy, The Dayton View Academy, The Phoenix Community Learning Center, East End Community School, The Omega School of Excellence and The Springfield Academy of Excellence covered FY06, and are available via search at: <http://www.auditor.state.oh.us/AuditSearch/Search.aspx>. Audits of the Cincinnati Speech and Reading Center, Veritas/Cesar Chavez Academy and W.E.B. DuBois Academy for FY06 have not yet started, but are scheduled to begin in 2008.

THOMAS B. FORDHAM FOUNDATION

Sponsorship Accountability Report

2006- 2007

SCHOOL PROFILES

Thomas B. Fordham Foundation
400 East Fifth Street, Suite 250
Dayton, OH 45402
937.227.3368



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Introduction

The profiles that follow in this section provide an overview of each school, including personnel (school leader, faculty, and governing authority), academics, financial health, and governance. The Ohio Department of Education requires that all sponsors evaluate the education, academic, financial, and governance components of a community school, and assign each component a rating of “compliant,” “partially compliant,” or “non-compliant”.¹

The four components required by the Ohio Department of Education are defined as:

- Education - whether the school delivered the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation and complied with laws and rules applicable to charter schools in Ohio;
- Academic - how the school performed in the context of its Accountability Plan (Fordham Contract Exhibit IV);
- Financial - whether the school was financially healthy and auditable; and
- Governance - whether the school complied with the laws, regulations, and guidance from the Ohio Department of Education applicable to governing authorities of Ohio charter schools and whether the school annual report contained the elements required by the Ohio Department of Education.

The three ratings required by the Ohio Department of Education are defined as:

- Compliant (C) - a school met all of the requirements in the particular category;
- Partially compliant (PC) - the school met half or more of the requirements in a particular category; and
- Non-compliant (NC) - the school met half or fewer of the requirements in a particular category.
Note: a designation of “unauditable” from the Ohio Auditor of State automatically results in financial and governance ratings of “non-compliant.”

The results in the school profiles are based on each school’s contract for sponsorship, reporting requirements, documentation stored in AOIS, and information obtained during the site visits conducted at each school. A compliance chart with these ratings is included in each school’s profile. Table XIV shows each school’s overall compliance with each state required category.

Table XIV: Summary of the compliance of each Fordham-sponsored school with applicable laws, guidance issued by the Ohio Department of Education, and the contract for sponsorship with the Thomas B. Fordham Foundation, 2006-07.

¹ Advisory Letter from Ohio Department of Education to Community Schools, 2006-2007 Annual Report Guidance, August 29, 2007, available at:
<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=737&Content=15825>.

Table XIV: Summary of the compliance of each Fordham-sponsored school with applicable laws, guidance issued by the Ohio Department of Education, and the contract for sponsorship with the Thomas B. Fordham Foundation, 2006-07.

	Education	Academic	Financial	Governance
Cincinnati Speech and Reading Center	NC	NC	C	C
Dayton Academy	C	NC	C	PC
Dayton View Academy	C	NC	PC	PC
East End Community School	C	NC	C	PC
Omega School of Excellence	C	NC	C	PC
Phoenix Community Learning Center	PC	C	C	C
Springfield Academy of Excellence	C	PC	C	PC
Veritas/Cesar Chavez Academy	NC	NR	C	C
W.E.B. DuBois Academy	NC	C	NC	NC

C = Compliant

PC = Partially compliant

NC = Non-compliant

NR = Not rated - the number of students enrolled at the school in 2006 - 07 was below the state minimum subgroup size; consequently, no scores were reported.

CINCINNATI SPEECH AND READING CENTER (CSRC)

Contact Name

Carlos Blair

Address

1812 Central Pkwy.
Cincinnati, OH 45214

Telephone

513-651-9624

Contact Email

cblair@cinci.rr.com

Website

None

Began Operating

2005

Governing Authority

Board of Trustees, Cincinnati Speech and Reading Center, 2006-2007

- Edward Burdell
- Joseph Bacon
- Reba Dysart
- Michael Griffin
- Winifred Johnson
- Betty Lee
- Louis Mandell
- Jason Riveiro
- Robert Wegford
- LaQuita Wilson-Wornor

MISSION

The mission of Cincinnati Speech and Reading Center is to provide an education that surpasses state minimum standards and establishes a new paradigm for the education of special needs students. (The target population of Cincinnati Speech and Reading Center is children with speech and reading disabilities.)

EDUCATIONAL PHILOSOPHY

Cincinnati Speech and Reading Center seeks to create a national reputation for excellence in special education programming.

SCHOOL CALENDAR

Students at Cincinnati Speech and Reading Center follow schedules designed to keep pace with their academic needs and behavioral issues. All students begin with a Monday through Friday schedule, starting school at 7 a.m. and leaving at 5 p.m. At this pace, a child could complete the minimum requirement of 920 hours of instruction within five months.

If intervention is necessary for additional academics or behavioral issues, a student can attend school through 7 p.m. on weekdays and from 10 a.m. to 4 p.m. on weekends. The school offers a variety of scheduling options depending on students' needs.

GOVERNANCE

Previous Sponsor

None; school opened in 2005.

School Leader

In 2006-07, Dianne Ebbs became the new superintendent. Previously Mrs. Ebbs has served as a prin-

cipal and teacher at several other schools in the Cincinnati area. She has a bachelor's degree in elementary education and a master's degree in curriculum and instruction, as well as several certificates in specialized areas of teaching and administration.

DEMOGRAPHICS

In 2007-08, Cincinnati Speech and Reading Center will begin serving only kindergarten through third grade and serve as a feeder school for W.E.B. Dubois Academy.

Student Composition 2006-07

Grades Served	K-12
Enrollment	157
Student Demographics	% of Students
African American	>99
Hispanic	>1
Other	>1
Free and Reduced Lunch	65
Special Education	18

FACULTY

Number of Teachers

During the 2006-2007 school year, Cincinnati Speech and Reading Center employed 8 licensed teachers, all of whom possess at least a bachelor's

Teacher Demographics	% of teachers
Male	53
Female	47
African-American	26
White	61
Asian	13

degree. The school is designed to operate with a ratio of no more than 25 students to one certified teacher.

Highly-qualified Teachers

In 2006-07, 45.5 percent of core academic subjects were taught by teachers considered "highly qualified" as defined under the federal No Child Left Behind Act.

Professional Development

Cincinnati Speech and Reading Center must fulfill all professional development requirements mandated by the state of Ohio, including blood-born pathogen training, child-abuse awareness training, and Heimlich/choking-prevention training. In addition, they were invited to attend training provided by the Fordham Foundation focusing on school governance, safety, and youth services.

COMPLIANCE REPORT

Compliance Reporting

Education Rating: Non-Compliant	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	No
Academic Rating: Non-Compliant	
Academic Performance Requirements²	2/5

Goals for Academic Performance Using Common Indicators	0/4
Goals for Academic Performance Relative to Comparable Schools	0/2
The Community School is Attaining Its Own Distinctive Education Goals	0/1
Cincinnati Speech and Reading Intervention Center has not shared its own distinctive education goals.	No
Financial Rating: Compliant	
Fiscal Reports Required (2006-2007)	3/3
Audit (most recent): FY06 Status: Not Started	N/A
IRS Form 990 (submitted annually)	Yes
Bi-monthly Financial Reports	Yes
Five Year Budget Forecast	Yes
Governance Rating: Compliant	
Annual Report (2006-2007)	4/4
Mission Statement of the Community School	Yes
General school information and statistics, including grade levels served, and student demographics	Yes
Educational performance results obtained pursuant to Sections 4(a) and 4(b) of Exhibit IV of the contract for sponsorship	Yes
Financial information, including: cashflow statements, income statements and balance sheet information	Yes
Independent state fiscal audit results	N/A

*For detailed information regarding Education and Academic requirements, see performance section below.

SUMMARY OF FORDHAM COMPLIANCE ASSESSMENT

Education Rating: Non-compliant

The Cincinnati Speech and Reading Center (CSRC) is rated non-compliant in this category. During the 2006-07 school year, CSRC was placed on probation for failing to deliver the education plan as set forth in its contract for sponsorship with the Fordham Foundation (and due to a myriad of compliance and financial issues). Two reviews conducted by an outside expert found, both in fall

2006 and spring 2007, that the education plan was not being followed.

Academic Rating: Non-compliant

The Cincinnati Speech and Reading Center met fewer than half its academic performance requirements in 2006-07. Consequently, the school is rated non-compliant in this category.

Financial Rating: Compliant

The Cincinnati Speech and Reading Center is rated compliant in this category. Please note that the

most recent audit for the school would be the FY06 audit, which has not yet been started. The FY06 is scheduled to begin in 2008.

Governance Rating: Compliant

The Cincinnati Speech and Reading Center is rated compliant in the category of governance. As noted in the financial section of this report, the FY06 audit is scheduled to begin in 2008.

SCHOOL PERFORMANCE RESULTS Assessments

Cincinnati Speech and Reading Center participates in all state-required tests.

Results

Cincinnati Speech and Reading, like all Fordham-sponsored schools, must meet five requirements under state and federal law. These requirements are considered annually by Fordham when evaluating the performance of the school and when making renewal and non-renewal decisions regarding the contract.

Cincinnati Speech and Reading did not make AYP because the school as a whole and all subgroups that were measured (African American and Economically Disadvantaged) missed the targets for reading and math proficiency.

Academic Performance Requirements

INDICATORS ³	School Performance	
	Participation	Achievement
Requirement 1: Made Adequate Yearly Progress (AYP)?	No	
Requirement 2: Made AYP in Reading?	Yes	No
Requirement 3: Made AYP in Mathematics?	Yes	No

The Accountability Plan of the Fordham Sponsorship Program reaches beyond these minimum requirements and considers a school's attainment of several additional goals. These goals are based on achievement data reported publicly by the state on the school's "local report card." Additional details regarding the Cincinnati Speech and Reading's performance on each goal can be found on the following pages.

Goal 1: Received rating of at least Continuous Improvement?

No. CSRC received a rating of Academic Emergency in 2006-07.

Ohio has five school performance designations for public schools. The school designation is based on several measures (state indicators, the Performance

Goals for Academic Performance Using Common Indicators

INDICATORS	School Performance
Goal 1: Received rating of at least Continuous Improvement?	No
Goal 2: Averaged at least 5% growth on READING portions of state tests?	No
Goal 3: Averaged at least 5% growth on MATH portions of state tests?	No
Goal 5: Averaged at least 3% growth on WRITING portions of state tests?	No
Goal 7: Outperformed home district average on all portions of state tests?	No
Goal 8: Outperformed state community school average on all portions of state tests?	No

Note: Goals 4 and 6 were not included in this year's performance data because the state of Ohio did not test students in Science or Citizenship in 2006-07.

Excellent
Effective
Continuous Improvement (Fordham Goal)
Academic Watch
Academic Emergency

No. The percentage of CRSC students meeting math standards fell by 27 percent between 2005-06 and 2006-07.

Goal 5: Averaged at least 3 percent growth on WRITING portions of state tests?

No. The percentage of CSRC students meeting writing standards fell by 1 percent between 2005-06 and 2006-07.

Goal 7: Outperformed home district average on all portions of state tests?

No. In 2006-07, across three subject areas, CSRC's percentage proficient was an average of 17 points lower than Cincinnati Public Schools' percentage proficient.

Goal 8: Outperformed state community school average on all portions of state tests?

No. In 2006-07, across three subject areas, CSRC's percentage proficient was an average of 13 points lower than the statewide charter schools' average percentage proficient

Index, AYP, and growth calculation) and is indicated on the chart above in black.

Goal 2: Averaged at least 5 percent growth on READING portions of state tests?

No. The percentage of CSRC students meeting reading standards fell by 28 percent between 2005-06 and 2006-07.

Goal 3: Averaged at least 5 percent growth on MATH portions of state tests?

School Performance on Reading, Math and Writing

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change	% of Students Meeting WRITING Standards		Percent Change
	05-06	06-07		05-06	06-07		05-06	06-07	
	3rd Grade	48	N/A	N/A	19	N/A	N/A	N/A	N/A
4th Grade	36	23	-38	23	9	-60	59	41	-31
5th Grade	47	42	-11	12	0	-100	N/A	N/A	N/A
6th Grade	96	33	-65	41	27	-34	N/A	N/A	N/A
7th Grade	73	53	-28	50	21	-58	N/A	79	N/A
8th Grade	N/A	75	N/A	N/A	56	N/A	N/A	N/A	N/A
Overall	61	44	-28	29	21	-27	59	59	-1

*Percent Meeting State Standards Compared
to Home District and State Community School Average, 2006-07*

	Cincinnati Speech and Reading	Cincinnati Public School District	Difference	State Community School Average	Difference
Reading	44	60	-16	59	-15
Math	21	51	-30	44	-23
Writing	59	65	-6	63	-4
Science	23	38	-15	36	-13
Social Studies	14	33	-19	26	-12

In the future, Ohio will utilize a system of value-added measurements which will allow schools and districts to measure the progress of individual students over time. All Fordham schools will participate in the value-added system. Because of the new state system under development, Fordham has chosen not to require its schools to develop their own systems for measuring individual student progress.

In 2006-07, Fordham offered schools the option to report their progress on their own distinctive education goals. None of the schools took advantage of this opportunity.

OTHER PERFORMANCE INDICATORS

Attendance Rate

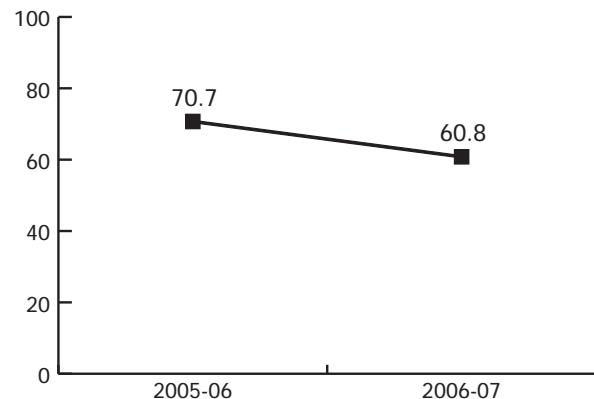
94.9 percent

The Performance Index Score

The Performance Index (PI) score at Cincinnati Speech and Reading Center was 60.8, a decrease of 9.9 points from the previous year. The PI provides an overall indication of how well students perform on all tested subjects in grades three, four, five, seven, and eight each year. The PI score is calculated by multiplying the percentage of students that are untested, below basic/limited, basic, proficient, accelerated, or advanced by weights ranging from 0 for untested to 1.2 for advanced students. The

totals are then summed to obtain the school or district's PI score. PI scores range from 0 to 120, with 100 being the statewide goal for all students.

SOURCES



Mission, Educational Philosophy, Program, and Academic Calendar

Cincinnati Speech and Reading Center's Contract for Fordham Sponsorship; print copy.

Student Enrollment and Demographic Information

Information obtained from the CSADM report used to determine the flow of funding to the schools.

Governance

Fordham staff, electronic submission, and school self report.

Compliance

Site visit reports.
AOIS Review.

Teacher Information

Ohio Department of Education website, 2006-07 school year data reported August 14, 2007.
<http://www.ode.state.oh.us/>

Performance Data

Ohio Department of Education website, 2006-07 school year data reported August 14, 2007.
<http://www.ode.state.oh.us/>

² All academic analysis is based on state issued “Local Report Card” data, available in this report and online at: <http://webapp2.ode.state.oh.us/reportcard/archives/Default.asp>.

³ Federal AYP requirements identify a series of standards that each school and district must reach. The school must meet all of these standards in order to make AYP (Requirement 1.) Two of the standards are targets for the percent of students who must participate in (95 percent) and score proficient or above in (70.5 percent) reading (Requirement 2). Another two standards are targets for the percent of students who must participate in (95 percent) and score proficient or above in (51.7 percent) mathematics (Requirement 3).

DAYTON ACADEMY

Contact Name

Emory Wyckoff

Address

4401 Dayton Liberty Road
Dayton, OH 45418-1903

Telephone

937-262-4080

Contact Email

emwyckoff@daytonedisonschools.com

Website

www.thedaytonacademy.com

Began Operating

1999

Governing Authority

Board of Trustees, Dayton Academy

- Eric Cluxton
- Don Gruber
- David Greer
- Allen Hill
- Mary Karr
- Valerie Lemmie
- Richard Penry
- Cheryl Roberts
- Estus Smith

Operator

Edison Schools

MISSION

The mission of Dayton Academy is to provide an exemplary education to all its students. The school intends to offer a world-class education and to develop understanding, inquiry, and good citizenship. The school seeks to provide a richer curriculum in reading, math, science, social studies, and the arts than is the norm in the Dayton City School District .

EDUCATIONAL PHILOSOPHY

The school's educational philosophy is that all children should be provided with strong educational foundations in the early years, especially in reading and math, and that critical thinking skills are essential as well. All children should have a varied and rich educational experience and exposure to the arts and technology. The school also believes that parental involvement is important to the achievement of children and to the culture of the school.

SCHOOL CALENDAR

Students at Dayton Academy are in school over 1,300 hours each year (the minimum required by the state of Ohio is 920 hours). Edison's school day is seven hours long for those in grades K-2 and eight hours long for those in grades three through eight.

The longer school day and school year permit more time for fundamentals (90 minutes for reading and 60 minutes for math in K-5), more time for science experiments (which begin in kindergarten), and more time for other "specials."

GOVERNANCE

Previous Sponsor

Ohio Department of Education

School Leader

During the 2006-07 school year, Emory Wyckoff served as the school principal for Dayton Academy.

He previously held several other administrative positions including Achievement Coordinator and Student Support Manager. He has a bachelor's degree in secondary education and two master's degrees in teaching and education administration.

DEMOGRAPHICS

Student Composition 2006-07

Grades Served	K-8
Enrollment	746
Student Demographics	% of Students
African American	>99
White	<1
Hispanic	<1
Free and Reduced Lunch	91
Special Education	11

FACULTY

Number of Teachers

The school employs 39 licensed teachers, all of whom possess at least a bachelor's degree. The school is designed to operate with a ratio of no more than 20 students to one certificated teacher.

Highly-qualified Teachers

In 2006-07, 84.2 percent of core academic subjects were taught by teachers considered "highly qualified" as defined under the federal No Child Left Behind Act.

Compliance Reporting

Education Rating: Compliant	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	Yes
Academic Rating: Non-Compliant	
Academic Performance Requirements	2/5

Teacher Demographics	% of teachers
Male	26
Female	74
African-American	54
White	46

Professional Development

Dayton Academy staff must fulfill all professional development requirements mandated by the state of Ohio, including blood-born pathogen training, child-abuse awareness training, and Heimlich/choking-prevention training. In addition, they were invited to attend training provided by the Fordham Foundation focusing on school governance, safety, and youth services.

Teachers receive professional development every day throughout the school year. The entire instructional staff is trained in all core programs. The school uses formal staff supervision and evaluation processes to support implementation of the instructional program, and curriculum coordinators and lead teachers conduct classroom observations each quarter. Special education teachers also participate in local staff development from the Special Education Regional Resource Center.

The leadership structure of Dayton Academy includes a teacher leadership program. Teacher leaders receive salary supplements for their leadership duties.

COMPLIANCE REPORT

Goals for Academic Performance Using Common Indicators	0/4
Goals for Academic Performance Relative to Comparable Schools	0/2
The Community School is Attaining Its Own Distinctive Education Goals	0/1
Dayton Academy has not shared its own distinctive education goals.	No
Financial Rating: Compliant	
Fiscal Reports Required (2006-2007)	4/4
Audit (most recent): FY06 Status: Complete Auditable: Yes Findings: No	Yes
IRS Form 990 (submitted annually)	Yes
Bi-monthly Financial Reports	Yes
Five Year Budget Forecast	Yes
Governance Rating: Partially Compliant	
Annual Report (2006-2007)	3/5
Mission Statement of the Community School	No
General school information and statistics, including grade levels served, and student demographics	Yes
Educational performance results obtained pursuant to Sections 4(a) and 4(b) of Exhibit IV of the contract for sponsorship	Yes
Financial information, including: cashflow statements, income statements and balance sheet information	Yes
Independent state fiscal audit results	No

*For detailed information regarding Education and Academic requirements, see performance section below.

SUMMARY OF COMPLIANCE ASSESSMENT

Education Rating: Compliant

Site visits to the Dayton Academy during the 2006-07 school year confirmed that the Education Plan as set forth in the contract for sponsorship between Fordham and the governing authority of the Dayton Academy was being implemented.

Academic Rating: Non-compliant

The Dayton Academy met fewer than half of its academic performance requirements in 2006-07;

consequently, the school is rated non-compliant in this category.

Financial Rating: Compliant

The Dayton Academy is rated compliant in the financial category.

Governance Rating: Partially compliant

The Dayton Academy is rated partially compliant in the governance category. The governance rating is based on the governing authority's adherence to applicable laws and rules, as well as the require-

ments for school annual reports as set forth by the Ohio Department of Education. The annual report for the Dayton Academy did not contain the mission statement of the school or independent state fiscal audit results; consequently, the school is rated partially compliant in this category.

SCHOOL PERFORMANCE RESULTS

Assessments

Dayton Academy participates in all state-required tests. For internal diagnostic assessments, the school employed a number of tests including the Woodcock-Johnson and the Scholastic Reading Inventory (SRI). The school also uses Edison's proprietary online benchmark testing system which is administered monthly in reading, math, and language arts to all students in grades two through eight, and quarterly in science and social studies to all students in grades five through eight.

Results

Dayton Academy, like all Fordham-sponsored schools, must meet five requirements under state and federal law. These requirements are considered annually by Fordham when evaluating the performance of the school and when making renewal and non-renewal decisions regarding the contract.

Dayton Academy did not make AYP because the school as a whole and all subgroups that were meas-

Academic Performance Requirements

INDICATORS ⁴	School Performance	
	Participation	Achievement
Requirement 1: Made Adequate Yearly Progress (AYP)?	No	
Requirement 2: Made AYP in Reading?	Yes	No
Requirement 3: Made AYP in Mathematics?	Yes	No

ured (African American, Economically Disadvantaged, and Students with Disabilities) missed the targets for reading and math proficiency.

The Accountability Plan of the Fordham Sponsorship Program reaches beyond these minimum requirements and considers a school's attainment of several additional goals. These goals are based on achievement data reported publicly by the state on the school's "local report card." Additional details regarding the Dayton Academy's performance on each goal can be found on the following pages.

Goals for Academic Performance Using Common Indicators

INDICATORS	School Performance
Goal 1: Received rating of at least Continuous Improvement?	No
Goal 2: Averaged at least 5% growth on READING portions of state tests?	No
Goal 3: Averaged at least 5% growth on MATH portions of state tests?	No
Goal 5: Averaged at least 3% growth on WRITING portions of state tests?	No
Goal 7: Outperformed home district average on all portions of state tests?	No
Goal 8: Outperformed state community school average on all portions of state tests?	No

Note: Goals 4 and 6 were not included in this year's performance data because the state of Ohio did not test students in Science or Citizenship in 2006-07.

Goal 1: Received rating of at least Continuous Improvement?

No. Dayton Academy received a rating of Continuous Improvement in 2005-06 and Academic Watch in 2006-07.

Excellent
Effective
Continuous Improvement (Fordham Goal)
Academic Watch
Academic Emergency

Ohio has five school performance designations for public schools. The school designation is based on several measures (state indicators, the Performance Index, AYP, and growth calculation) and is indicated on the chart above in black.

Goal 2: Averaged at least 5 percent growth on READING portions of state tests?

No. The percentage of Dayton Academy students meeting reading standards fell by 15 points between 2005-06 and 2006-07.

Goal 3: Averaged at least 5 percent growth on MATH portions of state tests?

No. The percentage of Dayton Academy students meeting math standards fell by 15 points between 2005-06 and 2006-07.

Goal 5: Averaged at least 3 percent growth on WRITING portions of state tests?

No. The percentage of Dayton Academy students meeting writing standards fell by 20 points between 2005-06 and 2006-07.

Goal 7: Outperformed home district average on all portions of state tests?

No. In 2006-07, across five subject areas, Dayton Academy's percentage proficient was an average of 4 points higher than Dayton Public Schools' percentage proficient, but the percentage proficient in science and social studies was lower than Dayton Public Schools'.

Goal 8: Outperformed state community school average on all portions of state tests?

School Performance on Reading, Math and Writing

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change	% of Students Meeting WRITING Standards		Percent Change
	05-06	06-07		05-06	06-07		05-06	06-07	
3rd Grade	55	52	-7	64	68	5	N/A	N/A	N/A
4th Grade	65	74	14	62	72	16	82	83	1
5th Grade	77	63	-18	70	52	-27	N/A	N/A	N/A
6th Grade	84	73	-13	83	72	-14	N/A	N/A	N/A
7th Grade	73	51	-31	60	44	-26	N/A	49	N/A
8th Grade	71	57	-19	85	53	-38	N/A	N/A	N/A
Overall	71	61	-15	71	60	-15	82	66	-20

*Percent Meeting State Standards Compared
to Home District and State Community School Average, 2006-07*

	Dayton Academy	Dayton Public School District	Difference	State Community School Average	Difference
Reading	61	51	10	61	-1
Math	60	43	17	48	12
Writing	66	56	10	63	3
Science	13	25	-11	35	-22
Social Studies	12	17	-5	26	-14

No. In 2006-07, across five subject areas, Dayton Academy's percentage proficient was an average of 4 points lower than the statewide charter schools' average percentage proficient.

In the future, Ohio will utilize a system of value-added measurements which will allow schools and districts to measure the progress of individual students over time. All Fordham schools will participate in the value-added system. Because of the new state system under development, Fordham has chosen not to require its schools to develop their own systems for measuring individual student progress.

In 2006-07, Fordham offered schools the option to report their progress on their own distinctive education goals. None of the schools took advantage of this opportunity.

OTHER PERFORMANCE INDICATORS

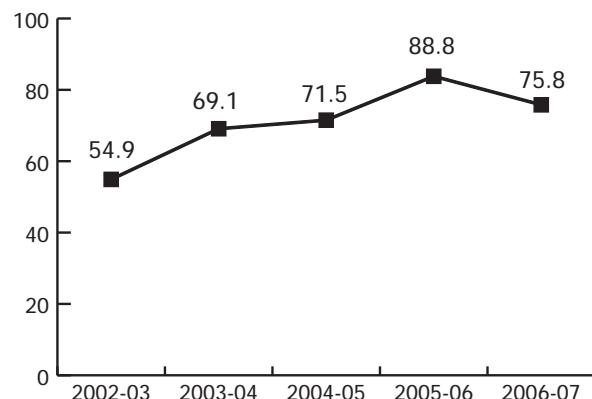
Attendance Rate

89.5 percent

The Performance Index Score

The Performance Index (PI) score at Dayton Academy was 75.8, a decrease of 13.0 from the previous year. The PI provides an overall indication of how well students perform on all tested subjects in grades three, four, five, seven, and eight each year. The PI score is calculated by multiplying the percent-

age of students that are untested, below basic/limited, basic, proficient, accelerated, or advanced by weights ranging from 0 for untested to 1.2 for advanced students. The totals are then summed to obtain the school or district's PI score. PI scores range from 0 to 120, with 100 being the statewide goal for all students.



SOURCES

Mission, Educational Philosophy, Program, and Academic Calendar

Dayton Academy's Contract for Fordham Sponsorship; print copy.

Ohio State Department of Education Annual Report 2006; available online: <http://www.edexcellence.net/sponsorship/schooldocs/EdisonDay05.pdf>

Student Enrollment and Demographic Information

Information obtained from the CSADM report used to determine the flow of funding to the schools.

Governance

Fordham staff, electronic submission, and school self report.

Teacher Information

Ohio Department of Education website, 2006-07 school year data reported August 14, 2007.
<http://www.ode.state.oh.us/>

Compliance

Annual Audits for Dayton Academy, from Office of Auditor of State, available at: <http://www.auditor.state.oh.us/AuditSearch/Search.aspx>.

IRS form 990, as submitted to the Thomas B. Fordham Foundation.

Site visit reports.

AOIS Review.

Performance Data

The Dayton Academy: 2006-2007 School Year Report Card. Ohio Department of Education, published August 14, 2007. <http://www.ode.state.oh.us/report-cardfiles/2006-2007/BUILD/133959.pdf>

The Dayton Academy: 2005-2006 School Year Report Card. Ohio Department of Education. <http://www.ode.state.oh.us/reportcardfiles/2005-2006/BUILD/133959.PDF>

⁴ Federal AYP requirements identify a series of standards that each school and district must reach. The school must meet all of these standards in order to make AYP (Requirement 1.) Two of the standards are targets for the percent of students who must participate in (95 percent) and score proficient or above in (70.5 percent) reading (Requirement 2). Another two standards are targets for the percent of students who must participate in (95 percent) and score proficient or above in (51.7 percent) mathematics (Requirement 3).

DAYTON VIEW ACADEMY

Contact Name

Amy Doerman

Address

1416 W Riverview Ave
Dayton, OH 45407-2217

Telephone

937-567-9426

Contact Email

adoerman@daytonview.edisonschools.com

Website

www.daytonviewacademy.com

Began Operating

2000

Governing Authority

Board of Trustees, Dayton View Academy

- Eric Cluxton
- Don Graber
- David Geer
- Allen Hill
- Mary Karr
- Valerie Lemmie
- Richard Penry
- Cheryl Roberts
- Estus Smith

Operator

Edison Schools

MISSION

The mission of Dayton View Academy is to provide an exemplary education to all its students. The school is also focused on equal access to a world-class education.

EDUCATIONAL PHILOSOPHY

The school's educational philosophy is that all children should be provided with strong educational foundations in the early years, especially in reading and math, and that critical thinking skills are essential as well. All children should have a varied and rich educational experience and exposure to the arts and technology. The school also believes that parental involvement is important to the achievement of children and to the culture of the school.

SCHOOL CALENDAR

Students at Dayton View Academy are in school over 1,300 hours each year (the minimum required by the state of Ohio is 920 hours). Edison's school day is seven hours long for those in grades kindergarten through two and eight hours long for those in grades three through eight.

The longer school day and school year permit more time for fundamentals (90 minutes for reading and 60 minutes for math in kindergarten through fifth grade), more time for science experiments (which begin in kindergarten), and more time for other "specials."

GOVERNANCE

Previous Sponsor

Ohio Department of Education

School Leader

Amy Doerman served as the principal for Dayton View Academy during the 2006-07 school year. She

holds a bachelor's degree in elementary education and a master's degree in educational leadership. She has taught for many years including five years at Dayton View Academy before becoming principal.

DEMOGRAPHICS

Student Composition 2006-07

Grades Served	K-8
Enrollment	645
Student Demographics	% of Students
African American	>99
White	<1
Other	<1
Free and Reduced Lunch	96
Special Education	10

FACULTY

Number of Teachers

The school employs 37 licensed teachers, all of whom possess at least a bachelor's degree. The school is designed to operate with a ratio of no more than 20 students to one certificated teacher.

Highly-qualified Teachers

In 2006-07, 77 percent of core academic subjects were taught by teachers considered "highly qualified" as defined under the federal No Child Left Behind Act.

Compliance Reporting

Education Rating: Compliant	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	Yes
Academic Rating: Non-Compliant	
Academic Performance Requirements	2/5

Teacher Demographics	% of teachers
Male	16
Female	84
African-American	70
White	30

Professional Development

Dayton View Academy staff must fulfill all professional development requirements mandated by the state of Ohio, including blood-born pathogen training, child-abuse awareness training, and Heimlich/choking-prevention training. In addition, they were invited to attend training provided by the Fordham Foundation focusing on school governance, safety, and youth services.

Teachers receive professional development every day throughout the school year. The entire instructional staff is trained in all core programs. The school uses formal staff supervision and evaluation processes to support implementation of the instructional program, and curriculum coordinators and lead teachers complete classroom observations each quarter. Special education teachers also participate in local staff development from the Special Education Regional Resource Center.

The leadership structure of Dayton View Academy includes a teacher leadership program, and teacher leaders receive salary supplements for their leadership duties.

COMPLIANCE REPORT

Goals for Academic Performance Using Common Indicators	0/4
Goals for Academic Performance Relative to Comparable Schools	0/2
The Community School is Attaining Its Own Distinctive Education Goals	0/1
Dayton View Academy has not shared its own distinctive education goals.	No
Financial Rating: Partially Compliant	
Fiscal Reports Required (2006-2007)	3/4
Audit (most recent): FY06 Status: Complete Auditable: Yes Findings: Yes	No
IRS Form 990 (submitted annually)	Yes
Bi-monthly Financial Reports	Yes
Five Year Budget Forecast	Yes
Governance Rating: Partially Compliant	
Annual Report (2006-2007)	
Mission Statement of the Community School	No
General school information and statistics, including grade levels served, and student demographics	Yes
Educational performance results obtained pursuant to Sections 4(a) and 4(b) of Exhibit IV of the contract for sponsorship	Yes
Financial information, including: cashflow statements, income statements and balance sheet information	Yes
Independent state fiscal audit results	No

*For detailed information regarding Education and Academic requirements, see performance section below.

SUMMARY OF COMPLIANCE ASSESSMENT

Education Rating: Compliant

Site visits conducted at the Dayton View Academy during the 2006-07 school year indicated the Dayton View Academy was following the Education Plan as set forth in its contract for sponsorship with the Fordham Foundation.

Academic Rating: Non-compliant

The Dayton View Academy is rated non-compliant in this category because it met fewer than half of its academic performance requirements.

Financial Rating: Partially compliant

The Dayton View Academy is rated partially compliant in this category. All required documents were accounted for and the school did have a completed audit; however, findings for recovery were issued against the school in the amount of \$2,051. These monies have since been repaid.

Governance Rating: Partially compliant

The Dayton View Academy is rated partially compliant in the governance category. The governance

rating is based on the governing authority's adherence to applicable laws and rules, as well as the requirements for school annual reports as set forth by the Ohio Department of Education. The annual report for the Dayton View Academy did not contain the mission statement of the school or independent state fiscal audit results; consequently, the school is rated partially compliant in this category.

SCHOOL PERFORMANCE RESULTS

Assessments

Dayton View Academy participates in all state-required tests. For internal diagnostic assessments, the school employed a number of tests including the Woodcock-Johnson and the Scholastic Reading Inventory (SRI). The school also uses Edison's proprietary online benchmark testing system, which is administered monthly in reading, math, and language arts to all students in grades two through eight, and quarterly in science and social studies to all students in grades five through eight. Teachers receive feedback on their students in a number of categories.

Results

Dayton View Academy, like all Fordham-sponsored schools, must meet five requirements under state and federal law. These requirements are considered

Academic Performance Requirements

INDICATORS ⁵	School Performance	
	Participation	Achievement
Requirement 1: Made Adequate Yearly Progress (AYP)?		No
Requirement 2: Made AYP in Reading?	Yes	No
Requirement 3: Made AYP in Mathematics?	Yes	No

annually by Fordham when evaluating the performance of the school and when making renewal and non-renewal decisions regarding the contract.

Dayton View Academy didn't make AYP because the school as a whole and all subgroups that were measured (African American, Economically Disadvantaged, and Students with Disabilities) missed the targets for reading and math.

The Accountability Plan of the Fordham Sponsorship Program reaches beyond these minimum requirements and considers a school's attainment of several additional goals. These goals are based on achievement data reported publicly by the state on the school's "local report card." Additional details regarding Dayton View Academy's performance on each goal can be found on the following pages.

Goals for Academic Performance Using Common Indicators

INDICATORS	School Performance
Goal 1: Received rating of at least Continuous Improvement?	No
Goal 2: Averaged at least 5% growth on READING portions of state tests?	No
Goal 3: Averaged at least 5% growth on MATH portions of state tests?	No
Goal 5: Averaged at least 3% growth on WRITING portions of state tests?	No
Goal 7: Outperformed home district average on all portions of state tests?	No
Goal 8: Outperformed state community school average on all portions of state tests?	No

Note: Goals 4 and 6 were not included in this year's performance data because the state of Ohio did not test students in Science or Citizenship in 2006-07.

Excellent
Effective
Continuous Improvement (Fordham Goal)
Academic Watch
Academic Emergency

Goal 2: Averaged at least 5 percent growth on READING portions of state tests?

No. The percentage of Dayton View Academy students meeting reading standards remained the same between 2005-06 and 2006-07, but a lower percentage of students in fourth, sixth, and seventh grade met reading standards than in the previous year.

Goal 3: Averaged at least 5 percent growth on MATH portions of state tests?

No. The percentage of Dayton View Academy students meeting math standards rose by 13 points between 2005-06 and 2006-07, but a lower percentage of students in fourth, fifth, and seventh grade met reading standards than in the previous year.

Goal 5: Averaged at least 3 percent growth on WRITING portions of state tests?

No. The percentage of Dayton View Academy students meeting writing standards fell by 10 points between 2005-06 and 2006-07.

Goal 1: Received rating of at least Continuous Improvement?

No. Dayton View Academy received a rating of Academic Watch in 2005-06 and Academic Watch in 2006-07.

Ohio has five school performance designations for public schools. The school designation is based on several measures (state indicators, the Performance Index, AYP, and growth calculation) and is indicated on the chart above in black.

School Performance on Reading, Math and Writing

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change	% of Students Meeting WRITING Standards		Percent Change
	05-06	06-07		05-06	06-07		05-06	06-07	
3rd Grade	47	50	5	46	52	12	N/A	N/A	N/A
4th Grade	54	49	-9	44	35	-19	71	59	-17
5th Grade	40	52	29	19	19	-5	N/A	N/A	N/A
6th Grade	55	41	-26	48	71	47	N/A	N/A	N/A
7th Grade	54	42	-23	51	43	-15	N/A	70	N/A
8th Grade	54	69	27	49	73	47	N/A	N/A	N/A
Overall	51	51	0	43	48	13	71	64	-10

*Percent Meeting State Standards Compared
to Home District and State Community School Average, 2006-07*

	Dayton View Academy	Dayton Public School District	Difference	State Community School Average	Difference
Reading	51	51	0	61	-10
Math	48	42	6	47	1
Writing	64	57	7	63	0
Science	19	25	-6	36	-17
Social Studies	9	18	-9	26	-17

Goal 7: Outperformed home district average on all portions of state tests?

No. In 2006-07, across five subject areas, Dayton View Academy's percentage proficient was the same as Dayton Public Schools' percentage proficient, but the percentage meeting standards in science and social studies was lower than Dayton Public Schools.

Goal 8: Outperformed state community school average on all portions of state tests?

No. In 2006-07, across three subject areas, Dayton View Academy's percentage proficient was an average of 9 points lower than the statewide charter schools' average percentage proficient.

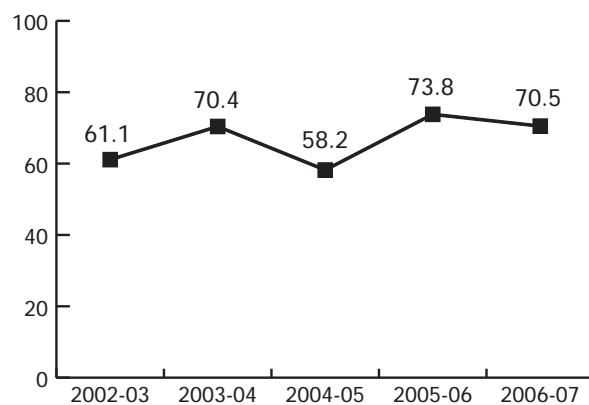
OTHER PERFORMANCE INDICATORS

Attendance Rate

89.5 percent

The Performance Index Score

The Performance Index (PI) score at Dayton View Academy was 70.5, a decrease of .3 from the previous year. The PI provides an overall indication of how well students perform on all tested subjects in grades three, four, five, seven, and eight each year. The PI score is calculated by multiplying the percentage of students that are untested, below



basic/limited, basic, proficient, accelerated, or advanced by weights ranging from 0 for untested to 1.2 for advanced students. The totals are then summed to obtain the school or district's PI score. PI scores range from 0 to 120, with 100 being the statewide goal for all students.

SOURCES

Mission, Educational Philosophy, Program, and Academic Calendar

Dayton View Academy's Contract for Fordham Sponsorship; print copy.

Ohio Department of Education Annual Report 2006; available online: <http://www.edexcellence.net/sponsorship/schooldocs/EdisonDay05.pdf>

Student Enrollment and Demographic Information

Information obtained from the CSADM report used to determine the flow of funding to the schools.

Governance

Fordham Staff, electronic submission, and school self report.

Teacher Information

Ohio Department of Education website, 2006-07 school year data reported August 14, 2007.
<http://www.ode.state.oh.us/>

Compliance

Annual Audits for Dayton View Academy, from Office of Auditor of State, available at: <http://www.auditor.state.oh.us/AuditSearch/Search.aspx>.

IRS form 990, as submitted to the Thomas B. Fordham Foundation.

Site visit reports.

AOIS Review.

Performance Data

Dayton View Academy: 2006-2007 School Year Report Card. Ohio Department of Education, published August 14, 2007. <http://www.ode.state.oh.us/reportcardfiles/2006-2007/BUILD/133454.pdf>.

Dayton View Academy: 2005-2006 School Year Report Card. Ohio Department of Education. <http://www.ode.state.oh.us/reportcardfiles/2005-2006/BUILD/133454.PDF>.

⁵ Federal AYP requirements identify a series of standards that each school and district must reach. The school must meet all of these standards in order to make AYP (Requirement 1.) Two of the standards are targets for the percent of students who must participate in (95 percent) and score proficient or above in (70.2 percent) reading (Requirement 2). Another two standards are targets for the percent of students who must participate in (95 percent) and score proficient or above in (52.1 percent) mathematics (Requirement 3).

EAST END COMMUNITY SCHOOL

Contact Name

Scott Ervin

Address

401 Nassau St.
Dayton, OH 45410

Telephone

937-222-7355

Contact Email

servin@eastendacc.org

Website

www.eastendacc.org

Began Operating

2002

Governing Authority

Board of Directors, East End
Accelerated Community School

- Robert R. Askins
- Michelle Clark
- Dr. Donald Jentleson
- Frank W. Surico
- Dennis Walters
- Diana Watkins

MISSION

The mission of East End Community School is to create powerful learning environments that enable the children of working poor families to achieve high academic levels and a life-long love of learning. The school's overall purpose is to break the cycle of urban poverty by preparing children of working poor families to secure a future bright with promise.

EDUCATIONAL PHILOSOPHY

East End Community School springs from an existing Dayton community center in the city's East End. The organization created the school in response to neighborhood parents' concerns that they did not have quality educational choices.

The Accelerated School model was chosen in order to create a new culture of learning that begins with early success for the children and continues for a lifetime. The model focuses on speeding up, rather than slowing down, the learning process for at-risk children. The school offers enrichment strategies, rather than remedial ones.

The school seeks to be a "general population" school. While the school does not target at-risk students, Dayton has one of the ten-highest child-poverty rates in the nation, and most of the children attending the school are from disadvantaged families.

SCHOOL CALENDAR

Students at East End Community School attend from 8 a.m. to 3:05 p.m., from August to early June each academic year.

GOVERNANCE

Previous Sponsor

Ohio Department of Education

School Leader

Scott Ervin became the leader of the school in 2006-2007. In the past, he served as a classroom teacher. He has a bachelor's degree in political science and a master's degree in educational leadership.

Teacher Demographics	% of teachers
Male	18
Female	82
White	100

DEMOGRAPHICS

Student Composition 2006-07

Grades Served	K-6
Enrollment	220
Student Demographics	% of Students
African American	10
White	66
Hispanic	14
Other	10
Free and Reduced Lunch	85
Limited English Proficiency	2
Special Education	18

FACULTY

Number of Teachers

East End Community School employs 11 licensed teachers, all of whom possess at least a bachelor's degree. The school is designed to operate with a

ratio of no more than 15 students to one certificated teacher.

Highly-qualified Teachers

In 2006-07, 100 percent of core academic subjects were taught by teachers considered "highly qualified" as defined under the federal No Child Left Behind Act.

Professional Development

East End Community School must fulfill all professional development requirements mandated by the state of Ohio, including blood-born pathogen training, child-abuse awareness training, and Heimlich/choking-prevention training. In addition, they were invited to attend training provided by the Fordham Foundation focusing on school governance, safety, and youth services.

Teachers receive professional development through the Satellite Center for Accelerated Schools at the University of Dayton. Each teacher completes at least 40 hours of professional development each academic year.

COMPLIANCE REPORT

Compliance Reporting

Education Rating: Compliant	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	Yes
Academic Rating: Non-Compliant	
Academic Performance Requirements ⁶	2/5

Goals for Academic Performance Using Common Indicators	1/4
Goals for Academic Performance Relative to Comparable Schools	0/2
The Community School is Attaining Its Own Distinctive Education Goals	0/1
East End Community School has not shared its own distinctive education goals.	No
Financial Rating: Compliant	
Fiscal Reports Required (2006-2007)	4/4
Audit (most recent): FY06 Status: Complete Auditable: Yes Findings: No	Yes
IRS Form 990 (submitted annually)	Yes
Bi-monthly Financial Reports	Yes
Five Year Budget Forecast	Yes
Governance Rating: Partially Compliant	
Annual Report (2006-2007)	3/5
Mission Statement of the Community School	Yes
General school information and statistics, including grade levels served, and student demographics	Yes
Educational performance results obtained pursuant to Sections 4(a) and 4(b) of Exhibit IV of the contract for sponsorship	Yes
Financial information, including: cashflow statements, income statements and balance sheet information	No
Independent state fiscal audit results	No

*For detailed information regarding Education and Academic requirements, see performance section below.

SUMMARY OF FORDHAM COMPLIANCE ASSESSMENT

Education Rating: Compliant

Site visits conducted at East End Community School during the 2006-07 school year found that the school was following the Education Plan as set forth in the contract for sponsorship between East End Community School and the Fordham Foundation.

Academic Rating: Non-compliant

East End Community School met fewer than half of its academic performance requirements in 2006-07 and is therefore non-compliant in this category.

Financial Rating: Compliant

In 2006-07, East End Community School submitted all required financial documents.

Governance Rating: Partially compliant

East End Community School is rated partially compliant in the compliance category. The governance rating is based on the governing authority's adherence to applicable laws and rules, as well as the requirements for school annual reports as set forth by the Ohio Department of Education. The annual report for the school did not contain financial

information or independent state fiscal audit results; consequently, the school is rated partially compliant in this category.

SCHOOL PERFORMANCE RESULTS

Assessments

East End Community School participates in all state-required tests. For internal diagnostic assessments, the school administers the Terra Nova test each spring.

Results

East End Community School, like all Fordham-sponsored schools, must meet five requirements under state and federal law. These requirements are considered annually by Fordham when evaluating the performance of the school and when making renewal and non-renewal decisions regarding the contract.

Academic Performance Requirements

INDICATORS ⁷	School Performance	
	Participation	Achievement
Requirement 1: Made Adequate Yearly Progress (AYP)?	No	
Requirement 2: Made AYP in Reading?	Yes	No
Requirement 3: Made AYP in Mathematics?	Yes	No

East End Community School did not make AYP because the school as a whole and all subgroups that were measured (White and Economically Disadvantaged) missed the target for math and the school as a whole and the Economically Disadvantaged subgroup missed the target for reading.

The Accountability Plan of the Fordham Sponsorship Program reaches beyond these minimum requirements and considers a school's attainment of several additional goals.

Goals for Academic Performance Using Common Indicators

INDICATORS	School Performance
Goal 1: Received rating of at least Continuous Improvement?	No
Goal 2: Averaged at least 5% growth on READING portions of state tests?	No
Goal 3: Averaged at least 5% growth on MATH portions of state tests?	No
Goal 5: Averaged at least 3% growth on WRITING portions of state tests?	Yes
Goal 7: Outperformed home district average on all portions of state tests?	No
Goal 8: Outperformed state community school average on all portions of state tests?	No

Note: Goals 4 and 6 were not included in this year's performance data because the state of Ohio did not test students in Science or Citizenship in 2006-07.

These are based on achievement data reported publicly by the state on the school's "local report card." Additional details regarding the East End Community School's performance on each goal can be found on the following pages.

Goal 1: Received rating of at least Continuous Improvement?

No. East End Community School received a rating of Continuous Improvement in 2005-06 and Academic Watch in 2006-07.

Ohio has five school performance designations for public schools. The school designation is based on several measures (state indicators, the Performance Index, AYP, and growth calculation) and is indicated on the chart below in black.

Goal 2: Averaged at least 5 percent growth on READING portions of state tests?

Excellent
Effective
Continuous Improvement (Fordham Goal)
Academic Watch
Academic Emergency

No. The percentage of East End Community School students meeting reading standards fell by 4 points between 2005-06 and 2006-07.

Goal 3: Averaged at least 5 percent growth on MATH portions of state tests?

No. The percentage of East End Community School students meeting math standards fell by 36 points between 2005-06 and 2006-07.

Goal 5: Averaged at least 3 percent growth on WRITING portions of state tests?

Yes. The percentage of East End Community School students meeting writing standards rose by 12 points between 2005-06 and 2006-07.

Goal 7: Outperformed home district average on all portions of state tests?

No. In 2006-07, across five subject areas, East End Community School's percentage proficient was an average of 9 points higher than Dayton Public Schools' percentage proficient, but the percentage meeting standards in math and social studies was lower than Dayton Public Schools'.

Goal 8: Outperformed state community school average on all portions of state tests?

No. In 2006-07, across five subject areas, East End Community School's percentage proficient was an average of 2 points higher than the statewide charter schools' average percentage proficient, but the percentage meeting standards in math and social studies was lower than the statewide community school average.

In the future, Ohio will utilize a system of value-added measurements which will allow schools and districts to measure the progress of individual students over time. All Fordham schools will participate in the value-added system. Because of the new state system under development, Fordham has chosen not to require its schools to develop their own systems for measuring individual student progress.

School Performance on Reading, Math and Writing

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change	% of Students Meeting WRITING Standards		Percent Change
	05-06	06-07		05-06	06-07		05-06	06-07	
3rd Grade	78	62	-21	63	53	-16	N/A	N/A	N/A
4th Grade	39	69	77	65	39	-41	83	92	12
5th Grade	72	52	-28	61	16	-74	N/A	N/A	N/A
6th Grade	N/A	58	N/A	N/A	53	N/A	N/A	N/A	N/A
Overall	63	61	-4	63	40	-36	83	92	12

*Percent Meeting State Standards Compared
to Home District and State Community School Average, 2006-07*

	East End Community School	Dayton Public School District	Difference	State Community School Average	Difference
Reading	61	52	9	61	-1
Math	40	45	-5	49	-9
Writing	92	60	33	63	29
Science	40	28	12	37	3
Social Studies	16	19	-3	28	-12

In 2006-07, Fordham offered schools the option to report their progress on their own distinctive education goals. None of the schools took advantage of this opportunity.

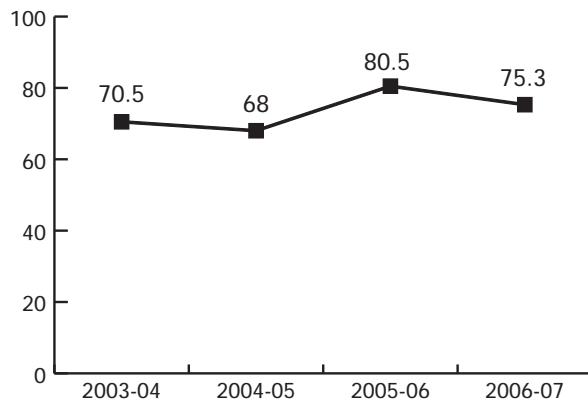
OTHER PERFORMANCE INDICATORS

Attendance Rate

93.3 percent

The Performance Index Score

The 2006-07 Performance Index (PI) score at East End Community School was 75.3, a decrease of 7.2 from the previous year. The PI provides an overall indication of how well students perform on all tested subjects in grades three, four, five, seven, and eight each year. The PI score is calculated by multiplying the percentage of students that are untested, below basic/limited, basic, proficient, accelerated, or advanced by weights ranging from 0 for untested to 1.2 for advanced students. The totals are then summed to obtain the school or district's PI score. PI scores range from 0 to 120, with 100 being the statewide goal for all students.



Student Enrollment and Demographic Information

Information obtained from the CSADM report used to determine the flow of funding to the schools.

Governance

Fordham Staff, electronic submission, and school self report.

Teacher Information

Ohio Department of Education website, 2006-07 school year data reported August 14, 2007. <http://www.ode.state.oh.us/>.

Compliance

Annual Audits for East End Community School, from Office of Auditor of State, available at: <http://www.auditor.state.oh.us/AuditSearch/Search.aspx>.

SOURCES

Mission, Educational Philosophy, Program, and Academic Calendar

East End Community School's Contract and Exhibits for Fordham Sponsorship; print copy.

IRS form 990, as submitted to the Thomas B. Fordham Foundation.

Site visit reports.

AOIS Review.

Performance Data

East End Community School: 2006-2007 School Year Report Card. Ohio Department of Education, pub

lished August 14, 2007. <http://www.ode.state.oh.us/reportcardfiles/2006-2007/BUILD/143388.pdf>

East End Community School: 2005-2006 School Year Report Card. Ohio Department of Education. <http://www.ode.state.oh.us/reportcardfiles/2006-2007/BUILD/143388.pdf>

⁶ All academic analysis is based on state issued “Local Report Card” data, available in this report, and online at: <http://webapp2.ode.state.oh.us/reportcard/archives/Default.asp>

⁷ Federal AYP requirements identify a series of standards that each school and district must reach. The school must meet all of these standards in order to make AYP (Requirement 1.) Two of the standards are targets for the percent of students who must participate in (95 percent) and score proficient or above in (69.5 percent) reading (Requirement 2). Another two standards are targets for the percent of students who must participate in (95 percent) and score proficient or above in (60.6 percent) mathematics (Requirement 3).

OMEGA SCHOOL OF EXCELLENCE

Contact Name

Angela Wyckoff

Address

1821 Emerson Ave.
Dayton, OH 45406

Telephone

937-278-2372

Contact Email

oseprincipal@gmail.com

Website

www.omega.cs.k12.oh.us

Began Operating

1999

Governing Authority

Board of Directors, Omega School of Excellence

- Matthew Diggs
- Rhonda Gullette
- Bonnie Langdon
- Belinda Matthews-Stenson
- Tillman Mosley
- Brenda Myers
- Richard Penry
- Daryl Ward
- Vanessa Oliver Ward

Operator

Keys to Improving Dayton Schools, Inc.

MISSION

The mission of Omega School of Excellence is to offer an innovative, values-based, college preparatory middle school that will prepare students for leadership in the 21st century.

EDUCATIONAL PHILOSOPHY

Omega School of Excellence seeks to prepare students to be lifelong learners. Its purpose is to develop leaders focused on academic excellence who demonstrate a strong work ethic and excel in community service. To address the unique emotional needs of the young adolescent, it aims to create a climate to help the student make a transition to a successful experience in high school, college, and the competitive workplace.

SCHOOL CALENDAR

Students at Omega School of Excellence are in school Monday through Friday from 7:30 a.m. until 4:00 p.m., from August through June. Every quarter, they attend one Saturday morning session. The total number of school days is 194.

GOVERNANCE

Previous Sponsor

Ohio Department of Education

School Leader

In 2006-2007, Angela Wyckoff became the new leader of Omega School of Excellence. Prior to becoming the principal of Omega, she served as an administrator at Dayton View Academy and taught at Dayton View Academy for three years. She has a bachelor's degree in human relations with a minor in elementary education and a master's degree in early childhood education.

DEMOGRAPHICS

Student Composition 2006-07

Grades Served	K-8
Enrollment	72
Student Demographics	% of Students
African American	100
Free and Reduced Lunch	46
Special Education	5

Teacher Demographics	% of teachers
Female	100
African-American	100

Professional Development

Omega staff must fulfill all professional development requirements mandated by the state of Ohio, including blood-born pathogen training, child-abuse awareness training, and Heimlich/choking-prevention training. In addition, they were invited to attend training provided by the Fordham Foundation focusing on school governance, safety, and youth services.

Teachers receive professional development through a minimum of four staff development days throughout the academic year.

FACULTY

In 2006-07, the Omega School of Excellence 100 percent of core academic subject teachers were properly certified/licensed, and 96.8 percent were considered highly qualified.

Compliance Reporting

Education Rating: Compliant	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	Yes
Academic Rating: Non-Compliant	
Academic Performance Requirements	2/5
Goals for Academic Performance Using Common Indicators	0/3
Goals for Academic Performance Relative to Comparable Schools	0/2
The Community School is Attaining Its Own Distinctive Education Goals	0/1
Omega School of Excellence has not shared its own distinctive education goals.	No
Financial Rating: Compliant	
Fiscal Reports Required (2006-2007)	4/4
Audit (most recent): FY06 Status: complete Auditable: Yes Findings: No	Yes
IRS Form 990 (submitted annually)	Yes

Bi-monthly Financial Reports	Yes
Five Year Budget Forecast	Yes
Governance Rating: Partially Compliant	
Annual Report (2006-2007)	4/5
Mission Statement of the Community School	Yes
General school information and statistics, including grade levels served, and student demographics	Yes
Educational performance results obtained pursuant to Sections 4(a) and 4(b) of Exhibit IV of the contract for sponsorship	Yes
Financial information, including: cashflow statements, income statements and balance sheet information	Yes
Independent state fiscal audit results	No

*For detailed information regarding Education and Academic requirements, see performance section below.

SUMMARY OF FORDHAM COMPLIANCE ASSESSMENT

Education Rating: Compliant

In 2006-07, site visits at the school found that the Education Plan set forth in the contract between the Omega School of Excellence and the Fordham Foundation was being followed.

Academic Rating: Non-compliant

The Omega School of Excellence met fewer than half of its academic performance requirements in 2006-07 and the school is rated non-compliant in this category.

Financial Rating: Compliant

The Omega School of Excellence submitted all required financial documents.

Governance Rating: Partially compliant

The governance rating is based on the governing authority's adherence to applicable laws and rules, as well as the requirements for school annual reports as set forth by the Ohio Department of Education. The annual report for the Omega School of Excellence did not contain information on independent state fiscal audit results; consequently, the school is rated partially compliant in this category.

SCHOOL PERFORMANCE RESULTS

Assessments

Omega School of Excellence participates in all state-required tests. For internal diagnostic assessments, the school employs a number of tests, including the Northwest Evaluation Association's MAP assessment. The test is administered three times each year to monitor academic progress in math, reading, and language arts. Weekly progress reports are provided to parents.

Results

Omega School of Excellence, like all Fordham-sponsored schools, must meet five requirements under state and federal law. These requirements are considered annually by Fordham when evaluating the performance of the school and when making renewal and non-renewal decisions regarding the contract.

Omega School of Excellence did not make AYP because the school as a whole and all subgroups that were measured (African American) missed the targets for both reading and math.

The Accountability Plan of the Fordham Sponsorship Program reaches beyond these mini-

Academic Performance Requirements

INDICATORS ⁸	School Performance	
	Participation	Achievement
Requirement 1: Made Adequate Yearly Progress (AYP)?	No	
Requirement 2: Made AYP in Reading?	Yes	No
Requirement 3: Made AYP in Mathematics?	Yes	No

mum requirements and considers a school's attainment of several additional goals. These goals are based on achievement data reported publicly by the state on the school's "local report card." Additional details regarding the Omega School of Excellence's performance on each goal can be found on the following pages.

Excellent
Effective
Continuous Improvement (Fordham Goal)
Academic Watch
Academic Emergency

Goal 1: Received rating of at least Continuous Improvement?

No. Omega School of Excellence received a rating of Academic Emergency in 2005-06 and Academic Watch in 2006-07.

Ohio has five school performance designations for public schools. The school designation is based on several measures (state indicators, the Performance Index, AYP, and growth calculation) and is indicated on the chart above in black.

Goals for Academic Performance Using Common Indicators

INDICATORS	School Performance
Goal 1: Received rating of at least Continuous Improvement?	No
Goal 2: Averaged at least 5% growth on READING portions of state tests?	No
Goal 3: Averaged at least 5% growth on MATH portions of state tests?	No
Goal 5: Averaged at least 3% growth on WRITING portions of state tests?	N/A*
Goal 7: Outperformed home district average on all portions of state tests?	No
Goal 8: Outperformed state community school average on all portions of state tests?	No

Note: Goals 4 and 6 were not included in this year's performance data because the state of Ohio did not test students in Science or Citizenship in 2006-07.

**Goal 5 is not applicable to this school because it does not offer the grade that tests in this subject.*

Goal 2: Averaged at least 5 percent growth on READING portions of state tests?

No. The percentage of Omega School of Excellence students meeting reading standards rose by 25 percent between 2005-06 and 2006-07, but a lower percentage of sixth-grade students met reading standards than in the previous year.

Goal 3: Averaged at least 5 percent growth on MATH portions of state tests?

No. The percentage of Omega School of Excellence students meeting math standards rose by 25 percent between 2005-06 and 2006-07, but a lower percentage of sixth-grade students met math standards than in the previous year.

School Performance on Reading and Math

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change
	05-06	06-07		05-06	06-07	
5th Grade	36	N/A	N/A	7	N/A	N/A
6th Grade	67	40	-40	33	20	-40
7th Grade	32	60	89	22	40	82
8th Grade	61	75	23	34	38	10
Overall	49	61	25	27	33	25

Goal 5: Averaged at least 3 percent growth on WRITING portions of state tests?

Not applicable. Omega School of Excellence does not have a fourth grade, the only grade that was tested in writing in both 2005-06 and 2006-07.

Goal 7: Outperformed home district average on all portions of state tests?

No. In 2006-07, across five subject areas, Omega School of Excellence's percentage proficient was 1 percentage point higher than Dayton Public Schools' percentage proficient, but the percentage

meeting standards in math, science and social studies was lower than Dayton Public Schools.

Goal 8: Outperformed state community school average on all portions of state tests?

No. In 2006-07, across two subject areas, Omega School of Excellence's percentage proficient was an average of 9 points lower than the statewide charter schools' average percentage proficient.

In the future, Ohio will utilize a system of value added measurements which will allow schools and districts to measure the progress of individual stu-

*Percent Meeting State Standards Compared
to Home District and State Community School Average, 2006-07*

	The Omega School of Excellence	Dayton Public School District	Difference	State Community School Average	Difference
Reading	61	48	14	61	0
Math	33	39	-6	46	-13
Writing	70	53	17	64	6
Science	6	23	-17	34	-28
Social Studies	13	16	-4	24	-12

dents over time. All Fordham schools will participate in the value-added system. Because of the new state system under development, Fordham has chosen not to require its schools to develop their own systems for measuring individual student progress.

In 2006-07, Fordham offered schools the option to report their progress on their own distinctive education goals. None of the schools took advantage of this opportunity.

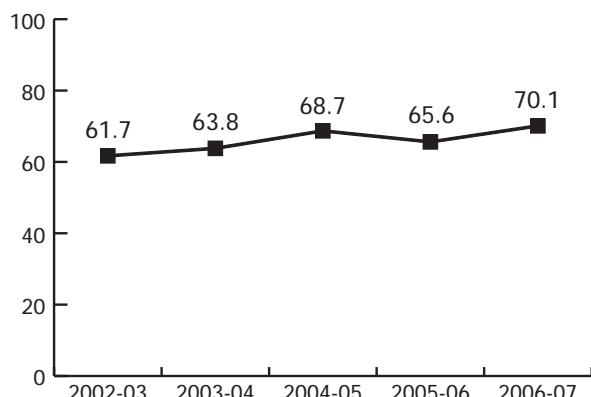
OTHER PERFORMANCE INDICATORS

Attendance Rate

92.7 percent

The Performance Index Score

The 2006-07 Performance Index (PI) score at Omega School of Excellence was 70.1—an increase of 4.5. The PI provides an overall indication of how



well students perform on all tested subjects in grades three, four, five, seven, and eight each year. The PI score is calculated by multiplying the percentage of students that are untested, below basic/limited, basic, proficient, accelerated, or advanced by weights ranging from 0 for untested to 1.2 for advanced students. The totals are then summed to obtain the school or district's PI score. PI scores range from 0 to 120, with 100 being the statewide goal for all students.

SOURCES

Mission, Educational Philosophy, Program, and Academic Calendar

Omega School of Excellence's Contract and Exhibits for Fordham Sponsorship; print copy.

Student Enrollment and Demographic Information

Information obtained from the CSADM report used to determine the flow of funding to the schools.

Governance

Fordham Staff, electronic submission, and school self report.

Teacher Information

Ohio Department of Education website, 2006-07 school year data reported August 14, 2007. <http://www.ode.state.oh.us/>.

Compliance

Annual Audits for Omega School of Excellence, from Office of Auditor of State, available at: <http://www.auditor.state.oh.us/AuditSearch/Search.aspx>.

IRS form 990, as submitted to the Thomas B. Fordham Foundation.

Site visit reports.

AOIS Review.

Performance Data

Omega School of Excellence: 2006-2007 School Year Report Card. Ohio Department of Education, published August 14, 2007. <http://www.ode.state.oh.us/reportcardfiles/2006-2007/BUILD/133371.pdf>.

Omega School of Excellence: 2005-2006 School Year Report Card. Ohio Department of Education. <http://www.ode.state.oh.us/reportcardfiles/2005-2006/BUILD/133371.PDF>.

⁸ Federal AYP requirements identify a series of standards that each school and district must reach. The school must meet all of these standards in order to make AYP (Requirement 1.) Two of the standards are targets for the percent of students who must participate in (95 percent) and score proficient or above in (72.6 percent) reading (Requirement 2). Another two standards are targets for the percent of students who must participate in (95 percent) and score proficient or above in (47.4 percent) mathematics (Requirement 3).

PHOENIX COMMUNITY LEARNING CENTER

Contact Name

Dr. Glenda Brown

Address

7030 Reading Rd.
Suite 350
Cincinnati, OH 45237

Telephone

513-351-5801

Contact Email

geedm@aol.com

Website

None

Began Operating

2001

Governing Authority

Board of Trustees, Phoenix Community

Learning Center

- Luther Brown
- Caleb Brown
- Benjamin Nwankwo
- Anthony Robinson
- Scott Wallace

MISSION

The mission of Phoenix Community Learning Center is to be an inclusive school dedicated to increased learning and achievement of all students and focused on developing higher order thinking skills in all content areas.

EDUCATIONAL PHILOSOPHY

The philosophical foundation of Phoenix Community Learning Center is that students learn best when they are consistently challenged to develop and use their higher order thinking skills through inquiry-based projects. A curriculum focused on mastery of all academic content areas, and designed to challenge students to develop skills related to inquiry, critical thinking, problem-solving, reflection, collaboration, ethics, and work habits is needed if students are to become true life-long learners.

SCHOOL CALENDAR

Students at Phoenix Community Learning Center are in school from September until June.

GOVERNANCE

Previous Sponsor

Ohio Department of Education

School Leader

During the 2006-07 school year, Dr. Glenda Brown served as the school leader for Phoenix Community Learning Center. She is the founder and superintendent of the school. With over thirty years in education, Dr. Brown has worked as a teacher in the Cincinnati Public School District and the Houston Independent School District. She holds a master's degree in educational leadership and a master's

degree in special education. Her doctoral study focused on special education and educational leadership. She is an adjunct professor at the University of Cincinnati where she works with aspiring principals and superintendents in the Department of Educational Leadership.

DEMOGRAPHICS

Student Composition 2006-07

Grades Served	K-8
Enrollment	373
Student Demographics	% of Students
African American	98
Other	2
Free and Reduced Lunch	70
Special Education	11

FACULTY

Number of Teachers

Phoenix Community Learning Center employs 17 licensed teachers, with all teachers holding at least a bachelor's degree. The school is designed to have no more than 23 students to one certificated teacher.

Highly-qualified Teachers

In 2006-07, 73.7 percent of core academic subjects were taught by teachers considered "highly qual-

Teacher Demographics	% of teachers
Male	6
Female	94
African-American	47
White	53

fied" as defined under the federal No Child Left Behind Act.

Professional Development

Phoenix Community Learning Center must fulfill all professional development requirements mandated by the state of Ohio, including blood-born pathogen training, child-abuse awareness training, and Heimlich/choking-prevention training. In addition, they were invited to attend training provided by the Fordham Foundation focusing on school governance, safety, and youth services.

Teachers at Phoenix Community Learning Center receive professional development through a variety of workshops and conferences. All faculty are required to attend two weeks of in-service training and professional development before the start of each new school year. On one Saturday each month, teachers are required to attend in-service training on standards, benchmarks, indicators, and assessment strategies. In addition, math and science faculty attend bi-quarterly in-service training at the University of Cincinnati.

COMPLIANCE REPORT

Compliance Reporting

Education Rating: Partially Compliant	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	Partially
Academic Rating: Compliant	
Academic Performance Requirements	5/5
Goals for Academic Performance Using Common Indicators	1/4

Goals for Academic Performance Relative to Comparable Schools	0/2
The Community School is Attaining Its Own Distinctive Education Goals	0/1
The Phoenix Community Learning Center has not shared its own distinctive education goals.	No
Financial Rating: Compliant	
Fiscal Reports Required (2006-2007)	4/4
Audit (most recent): FY06 Status: complete Auditable: Yes Findings: No	Yes
IRS Form 990 (submitted annually)	Yes
Bi-monthly Financial Reports	Yes
Five Year Budget Forecast	Yes
Governance Rating: Compliant	
Annual Report (2006-2007)	5/5
Mission Statement of the Community School	Yes
General school information and statistics, including grade levels served, and student demographics	Yes
Educational performance results obtained pursuant to Sections 4(a) and 4(b) of Exhibit IV of the contract for sponsorship	Yes
Financial information, including: cashflow statements, income statements and balance sheet information	Yes
Independent state fiscal audit results	Yes

*For detailed information regarding Education and Academic requirements, see performance section below.

SUMMARY OF FORDHAM COMPLIANCE ASSESSMENT

Education Rating: Partially compliant

Site visits at the Phoenix Community Learning Center conducted in 2006-07 indicated that the Education Plan as set forth in the contract between Phoenix and the Fordham Foundation was being partially followed. A site visit conducted in the spring of 2007 uncovered deficiencies related to the delivery of special education services that constituted a failure to comply with the Individuals with Disabilities Education Act. The school subsequently submitted a corrective action plan, and the special education program will be re-assessed during the fall

2007 site visit to ensure that deficiencies discovered during the spring 2007 site visits have been cured.

Academic Rating: Compliant

The Phoenix Community Learning Center met all of its academic performance requirements in 2006-07 and is rated compliant in this category.

Financial Rating: Compliant

All required financial forms were accounted for in 2006-07.

Governance Rating: Compliant

The Phoenix Community Learning Center is rated compliant in this category.

SCHOOL PERFORMANCE RESULTS

Assessments

Phoenix Community Learning Center participates in all state-required tests. For internal diagnostic assessments, the school employs a number of tests including monthly testing in the areas of reading, writing, science, social studies, and mathematics. These assessments are used to improve performance, revise curricula, modify presentation techniques, and generally discern if students are achieving the goals of the educational plan.

In addition, as part of its annual report, the school conducts a school-wide needs assessment in academic performance, attendance, community involvement, highly-qualified status of teachers, professional development and special education. The school determines action plans as needed.

Results

Phoenix Community Learning Center, like all Fordham-sponsored schools, must meet five requirements under state and federal law. These requirements are considered annually by Fordham when evaluating the performance of the school and when making renewal and non-renewal decisions regarding the contract.

The Accountability Plan of the Fordham Sponsorship Program reaches beyond these mini-

Academic Performance Requirements

INDICATORS ⁹	School Performance	
	Participation	Achievement
Requirement 1: Made Adequate Yearly Progress (AYP)?	Yes	
Requirement 2: Made AYP in Reading?	Yes	Yes
Requirement 3: Made AYP in Mathematics?	Yes	Yes

mum requirements and considers a school's attainment of several additional goals.

These are based on achievement data reported publicly by the state on the school's "local report card." Additional details regarding Phoenix Community Learning Center's performance on each goal can be found on the following pages.

Goals for Academic Performance Using Common Indicators

INDICATORS	School Performance
Goal 1: Received rating of at least Continuous Improvement?	Yes
Goal 2: Averaged at least 5% growth on READING portions of state tests?	No
Goal 3: Averaged at least 5% growth on MATH portions of state tests?	No
Goal 5: Averaged at least 3% growth on WRITING portions of state tests?	No
Goal 7: Outperformed home district average on all portions of state tests?	No
Goal 8: Outperformed state community school average on all portions of state tests?	No

Note: Goals 4 and 6 were not included in this year's performance data because the state of Ohio did not test students in Science or Citizenship in 2006-07.

Goal 1: Received rating of at least Continuous Improvement?

Yes. Phoenix Community Learning Center received a rating of Effective in 2005-06 and Continuous Improvement in 2006-07.

Ohio has five school performance designations for public schools. The school designation is based on several measures (state indicators, the Performance

Excellent
Effective
Continuous Improvement (Fordham Goal)
Academic Watch
Academic Emergency

Index, AYP, and growth calculation) and is indicated on the chart above in black.

Goal 2: Averaged at least 5 percent growth on READING portions of state tests?

No. The percentage of Phoenix Community Learning Center students meeting reading standards fell by 8 percent between 2005-06 and 2006-07.

Goal 3: Averaged at least 5 percent growth on MATH portions of state tests?

No. The percentage of Phoenix Community Learning Center students meeting math standards fell by 22 percent between 2005-06 and 2006-07.

Goal 5: Averaged at least 3 percent growth on WRITING portions of state tests?

No. The percentage of Phoenix Community Learning Center students meeting writing standards fell by 15 percent between 2005-06 and 2006-07

Goal 7: Outperformed home district average on all portions of state tests?

No. In 2006-07, across three subject areas, Phoenix Community Learning Center's percentage proficient was an average of 2 points higher than Cincinnati Public Schools' percentage proficient, but the percentage meeting standards in science and social studies was lower than Cincinnati Public Schools' percentage proficient.

Goal 8: Outperformed state community school average on all portions of state tests?

School Performance on Reading, Math and Writing

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change	% of Students Meeting WRITING Standards		Percent Change
	05-06	06-07		05-06	06-07		05-06	06-07	
3rd Grade	82	66	-20	67	74	12	N/A	N/A	N/A
4th Grade	78	68	-12	68	59	-13	84	73	-13
5th Grade	82	81	-1	61	33	-45	N/A	N/A	N/A
6th Grade	98	76	-22	81	58	-29	N/A	N/A	N/A
7th Grade	78	90	14	95	63	-33	N/A	68	N/A
8th Grade	76	81	6	73	53	-28	N/A	N/A	N/A
Overall	83	76	-8	74	57	-22	84	71	-15

*Percent Meeting State Standards Compared
to Home District and State Community School Average, 2006-07*

	Phoenix Community Learning Center	Cincinnati Public School District	Difference	State Community School Average	Difference
Reading	76	60	16	61	15
Math	57	55	2	48	10
Writing	71	65	6	63	7
Science	31	37	-7	36	-5
Social Studies	25	33	-8	26	-1

No. In 2006-07, across three subject areas, Phoenix Community Learning Center's percentage proficient was an average of 5 points higher than the statewide charter schools' average percentage proficient, but the percentage meeting standards in science and social studies was lower than the statewide charter schools' average percentage proficient.

In the future, Ohio will utilize a system of value-added measurements which will allow schools and districts to measure the progress of individual students over time. All Fordham schools will participate in the value-added system. Because of the new state system under development, Fordham has chosen not to require its schools to develop their own systems for measuring individual student progress.

In 2006-07, Fordham offered schools the option to report their progress on their own distinctive education goals. None of the schools took advantage of this opportunity.

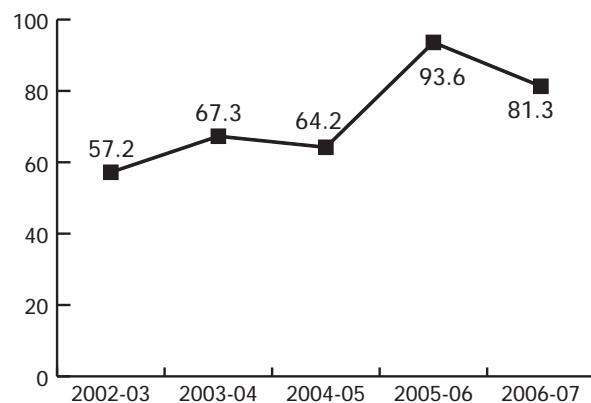
OTHER PERFORMANCE INDICATORS

Attendance Rate

95.1 percent

The Performance Index Score

The 2006-07 Performance Index (PI) score at Phoenix Community Learning Center was 81.3, a decrease of 12.3 from the previous year. The PI pro-



vides an overall indication of how well students perform on all tested subjects in grades three, four, five, seven, and eight each year. The PI score is calculated by multiplying the percentage of students that are untested, below basic/limited, basic, proficient, accelerated, or advanced by weights ranging from 0 for untested to 1.2 for advanced students. The totals are then summed to obtain the school or district's PI score. PI scores range from 0 to 120, with 100 being the statewide goal for all students.

SOURCES

Mission, Educational Philosophy, Program, and Academic Calendar

Phoenix Community Learning Center's Contract and Exhibits; print copy.

Site visit reports.	http://www.auditor.state.oh.us/AuditSearch/Search.aspx .
Student Enrollment and Demographic Information	IRS form 990, as submitted to the Thomas B. Fordham Foundation.
Information obtained from the CSADM report used to determine the flow of funding to the schools.	
Governance	Site visit reports.
Fordham Staff, electronic submission, and school self report.	AOIS Review.
Teacher Information	Performance Data
Ohio Department of Education website, 2006-07 school year data reported August 14, 2007. http://www.ode.state.oh.us/ .	<i>Phoenix Community Learning Center:</i> 2006-2007 School Year Report Card. Ohio Department of Education, published August 14, 2007. http://www.ode.state.oh.us/reportcardfiles/2006-2007/BUILD/133504.pdf .
Compliance	<i>Phoenix Community Learning Center:</i> 2005-2006 School Year Report Card. Ohio Department of Education. http://www.ode.state.oh.us/reportcardfiles/2005-2006/BUILD/133504.PDF .
Annual Audits for Phoenix Community Learning Center, from Office of Auditor of State, available at:	

⁹ Federal AYP requirements identify a series of standards that each school and district must reach. The school must meet all of these standards in order to make AYP (Requirement 1.) Two of the standards are targets for the percent of students who must participate in (95 percent) and score proficient or above in (70.4 percent) reading (Requirement 2). Another two standards are targets for the percent of students who must participate in (95 percent) and score proficient or above in (52.4 percent) mathematics (Requirement 3).

SPRINGFIELD ACADEMY OF EXCELLENCE

Contact Name

Edna Chapman

Address

623 S. Center St.
Springfield, OH 45506-2209

Telephone

937-325-0933

Contact Email

Emc777@earthlink.net

Website

None

Began Operating

2001

Governing Authority

Governing Board of Springfield Academy of Excellence

- Jay Chapman
- Glenda Greenwood
- Kent Jackson
- Cheryl Keen
- Hazel Latson
- Darryl Mabra
- Thomas Millender
- Cecil Pratt
- Roseann Pratt
- Sheila Rice

MISSION

The mission of Springfield Academy of Excellence is to provide education in a nurturing environment that focuses on the development of the whole child. In nurturing the whole child, emphasis must be placed on academic achievement as well as physical, psychological, social, and ethical development.

EDUCATIONAL PHILOSOPHY

The school is based on Yale University's Comer's School Development Program (also known as the Comer Process; more information at info.med.yale.edu/comer/), which has been used in urban areas for over twenty years. This structure seeks to link children's academic growth with their emotional wellness and social and moral development in a collaborative school culture congenial to learning.

Springfield Academy of Excellence embraces Comer's belief that many inner city children enter school "underdeveloped," lacking the personal, social, and moral traits necessary for academic and life success. At the same time many teachers lack adequate knowledge of child development or an understanding of their students' home lives and culture, leaving them unprepared to deal appropriately with these children and their families to effectively foster their learning.

The Comer Process puts the responsibility on the adults in the school to come together to agree on an action plan for the school, with both social and academic components. Teachers, principals, and parents make decisions collaboratively, in the best interests of the students. A network of teams manages the school and deals with various facets of the social and academic needs of the school.

SCHOOL CALENDAR

Students at Springfield Academy of Excellence attend school year-round in cycles of 45 days in school, followed by 15 days off. The 15 days off are referred to by students as "Academic Camp."

The calendar structure has a direct impact on student academic progress because of reduced summer learning loss (continuous instruction without long summertime lapses in learning) and because it provides the time needed (during the intersession) for student to master concepts or for students to participate in enrichment activities. All students are required to attend 178 school days, and some have the opportunity to attend as many as 210 days.

DEMOGRAPHICS

Student Composition 2006-07

Grades Served	K-6
Enrollment	171
Student Demographics	% of Students
African American	78
White	8
Hispanic	5
Other	9
Free and Reduced Lunch	87
Special Education	8

GOVERNANCE

Previous Sponsor

Ohio Department of Education

School Leader

During the 2006-07 school year, Edna Chapman served as the principal of Springfield Academy of Excellence. Previously, she was a teacher and principal intern in Springfield City Schools and was awarded Teacher of the Year for Springfield City Schools in 2000. She has a bachelor's degree in elementary education and a master's degree in educational leadership.

FACULTY

Number of Teachers

Springfield Academy of Excellence employs 12 licensed teachers, with all teachers holding at least a bachelor's degree. The school is designed to operate with a ratio of no more than 20 students to one certificated teacher.

Teacher Demographics	% of teachers
Female	100
African-American	8
White	50
Unknown	42

Highly-qualified Teachers

In 2006-07, 100 percent of core academic subjects were taught by teachers considered "highly qualified" as defined under the federal No Child Left Behind Act.

Professional Development

Springfield Academy must fulfill all professional development requirements mandated by the state of Ohio, including blood-born pathogen training, child-abuse awareness training, and Heimlich/choking-prevention training. In addition, they were invited to attend training provided by the Fordham Foundation focusing on school governance, safety, and youth services.

COMPLIANCE REPORT

Compliance Reporting

Education Rating: Compliant	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	Yes
Academic Rating: Partially Compliant	
Academic Performance Requirements	3/5
Goals for Academic Performance Using Common Indicators	3/4
Goals for Academic Performance Relative to Comparable Schools	0/2
The Community School is Attaining Its Own Distinctive Education Goals	0/1
Springfield Academy of Excellence has not shared its own distinctive education goals.	No
Financial Rating: Compliant	
Fiscal Reports Required (2006-2007)	4/4
Audit (most recent): FY06 Status: Complete Auditable: Yes Findings: No	Yes
IRS Form 990 (submitted annually)	Yes
Bi-monthly Financial Reports	Yes
Five Year Budget Forecast	Yes
Governance Rating: Partially Compliant	
Annual Report (2006-2007)	4/5
Mission Statement of the Community School	No
General school information and statistics, including grade levels served, and student demographics	Yes
Educational performance results obtained pursuant to Sections 4(a) and 4(b) of Exhibit IV of the contract for sponsorship	Yes
Financial information, including: cashflow statements, income statements and balance sheet information	Yes
Independent state fiscal audit results	Yes

*For detailed information regarding Education and Academic requirements, see performance section below.

SUMMARY OF FORDHAM COMPLIANCE ASSESSMENT

Education Rating: Compliant

Site visits conducted at the Springfield Academy of Excellence during the 2006-07 school year indicated that the school was following the Education Plan as set forth in its contract for sponsorship with the Fordham Foundation.

Academic Rating: Partially compliant

The Springfield Academy of Excellence met three of five academic performance requirements and is therefore partially compliant in this category.

Financial Rating: Compliant

The Springfield Academy of Excellence submitted all required financial forms and is rated compliant in this category.

Governance Rating: Partially compliant

The governance rating is based on the governing authority's adherence to applicable laws and rules, as well as the requirements for school annual reports as set forth by the Ohio Department of Education. The annual report for the Springfield Academy of Excellence did not contain the mission statement of the school; consequently, the school is rated partially compliant in this category.

SCHOOL PERFORMANCE RESULTS

Assessments

Springfield Academy of Excellence participates in all state-required tests. The school uses student performance on state tests to reexamine and modify its curriculum each year. For example, last year, the school determined there were "holes" in the Open Court reading program where the state standards were not fully incorporated, and as a result student performance on state assessments suffered. Professional development was used to help fortify the weaknesses. As a result, reading proficiency increased at every test level.

Results

Springfield Academy of Excellence, like all Fordham-sponsored schools, must meet five requirements under state and federal law. These requirements are considered annually by Fordham when evaluating the performance of the school and when making renewal and non-renewal decisions regarding the contract.

Academic Performance Requirements

INDICATORS ¹⁰	School Performance	
	Participation	Achievement
Requirement 1: Made Adequate Yearly Progress (AYP)?	No	
Requirement 2: Made AYP in Reading?	Yes	No
Requirement 3: Made AYP in Mathematics?	Yes	Yes

Springfield Academy of Excellence did not make AYP because the school as a whole and all sub-groups that were measured (African American and Economically Disadvantaged) missed the targets for reading.

The Accountability Plan of the Fordham Sponsorship Program reaches beyond these minimum requirements and considers a school's attainment of several additional goals. These goals are based on achievement data reported publicly by the state on the school's "local report card." Additional details regarding Springfield Academy of Excellence's performance on each goal can be found on the following pages.

Goal 1: Did school receive rating of at least Continuous Improvement?

Yes. Springfield Academy of Excellence received a rating of Academic Emergency in 2005-06 and Continuous Improvement in 2006-07.

Goals for Academic Performance Using Common Indicators

INDICATORS	School Performance
Goal 1: Received rating of at least Continuous Improvement?	Yes
Goal 2: Averaged at least 5% growth on READING portions of state tests?	No
Goal 3: Averaged at least 5% growth on MATH portions of state tests?	Yes
Goal 5: Averaged at least 3% growth on WRITING portions of state tests?	Yes
Goal 7: Outperformed home district average on all portions of state tests?	No
Goal 8: Outperformed state community school average on all portions of state tests?	No

Note: Goals 4 and 6 were not included in this year's performance data because the state of Ohio did not test students in Science or Citizenship in 2006-07.



Ohio has five school performance designations for public schools. The school designation is based on several measures (state indicators, the Performance Index, AYP, and growth calculation) and is indicated on the chart above in black.

Goal 2: Averaged at least 5 percent growth on READING portions of state tests?

No. The percentage of Springfield Academy of Excellence students meeting reading standards rose by 4 percent between 2005-06 and 2006-07, but a lower percentage of fifth- and sixth-grade students met reading standards than in the previous year.

Goal 3: Averaged at least 5 percent growth on MATH portions of state tests?

School Performance on Reading, Math and Writing

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change	% of Students Meeting WRITING Standards		Percent Change
	05-06	06-07		05-06	06-07		05-06	06-07	
3rd Grade	30	50	68	24	64	165	N/A	N/A	N/A
4th Grade	51	53	3	33	41	24	59	77	30
5th Grade	58	53	-9	22	27	20	N/A	N/A	N/A
6th Grade	79	60	-24	21	47	121	N/A	N/A	N/A
Overall	51	53	4	26	48	85	59	77	30

*Percent Meeting State Standards Compared
to Home District and State Community School Average, 2006-07*

	Springfield Academy of Excellence	Springfield City School District	Difference	State Community School Average	Difference
Reading	53	60	-7	62	-8
Math	48	60	-12	51	-3
Writing	77	65	12	63	13
Science	27	41	-14	37	-10
Social Studies	27	35	-8	28	-1

Yes. The percentage of Springfield Academy of Excellence students meeting math standards rose by 85 percent between 2005-06 and 2006-07.

Goal 5: Averaged at least 3 percent growth on WRITING portions of state tests?

Yes. The percentage of Springfield Academy of Excellence students meeting writing standards rose by 30 percent between 2005-06 and 2006-07.

Goal 7: Outperformed home district average on all portions of state tests?

No. In 2006-07, across three subject areas, Springfield Academy of Excellence's percentage proficient was an average of six points lower than Springfield City Schools' percentage proficient.

Goal 8: Outperformed state community school average on all portions of state tests?

No. In 2006-07, across three subject areas, Springfield Academy of Excellence's percentage proficient was an average of two points lower than the statewide charter schools' average percentage proficient.

In the future, Ohio will utilize a system of value-added measurements which will allow schools and districts to measure the progress of individual students over time. All Fordham schools will participate in the value added system. Because of the new state system under development, Fordham has cho-

sen not to require its schools to develop their own systems for measuring individual student progress.

In 2006-07, Fordham offered schools the option to report their progress on their own distinctive education goals. None of the schools took advantage of this opportunity.

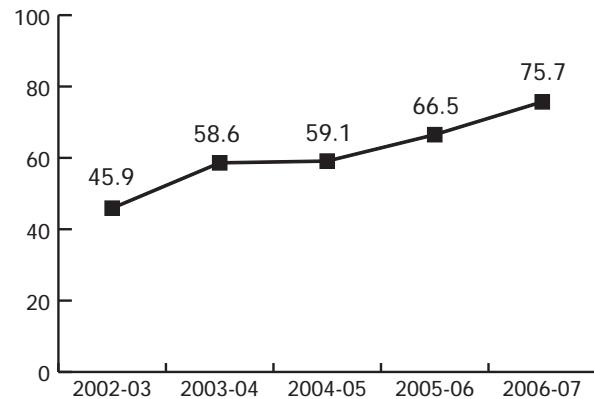
OTHER PERFORMANCE INDICATORS

Attendance Rate

95.5 percent

The Performance Index Score

The 2006-07 Performance Index (PI) score at Springfield Academy of Excellence was 75.7, an increase of 9.2 from the previous year. The PI provides an overall indication of how well students perform on all tested subjects in grades three, four, five, seven, and eight each year. The PI score is calculat-



ed by multiplying the percentage of students that are untested, below basic/limited, basic, proficient, accelerated, or advanced by weights ranging from 0 for untested to 1.2 for advanced students. The totals are then summed to obtain the school or district's PI score. PI scores range from 0 to 120, with 100 being the statewide goal for all students.

SOURCES

Mission, Educational Philosophy, Program, and Academic Calendar

Springfield Academy of Excellence's Contract for Fordham Sponsorship; print copy.

Student Enrollment and Demographic Information

Information obtained from the CSADM report used to determine the flow of funding to the schools.

Governance

Fordham Staff, electronic submission, and school self report.

Teacher Information

Ohio Department of Education website, 2006-07

school year data reported August 14, 2007.
<http://www.ode.state.oh.us/>.

Compliance

Annual Audits for Springfield Academy of Excellence, from Office of Auditor of State, available at: <http://www.auditor.state.oh.us/AuditSearch/Search.aspx>.

IRS form 990, as submitted to the Thomas B. Fordham Foundation.

Site visit reports.

AOIS Review.

Performance Data

Springfield Academy of Excellence: 2006-2007 School Year Report Card. Ohio Department of Education, published August 14, 2007. <http://www.ode.state.oh.us/reportcardfiles/2006-2007/BUILD/132787.pdf>.

Springfield Academy of Excellence: 2005-2006 School Year Report Card. Ohio Department of Education. <http://www.ode.state.oh.us/reportcardfiles/2005-2006/BUILD/132787.PDF>.

¹⁰ Federal AYP requirements identify a series of standards that each school and district must reach. The school must meet all of these standards in order to make AYP (Requirement 1.) Two of the standards are targets for the percent of students who must participate in (95 percent) and score proficient or above in (69.3 percent) reading (Requirement 2). Another two standards are targets for the percent of students who must participate in (95 percent) and score proficient or above in (60.6 percent) mathematics (Requirement 3).

VERITAS/CESAR CHAVEZ ACADEMY

Contact Name

Carlos Blair

Address

1769 Carl St.
Cincinnati, OH 45225

Telephone

513-651-9624

Contact Email

cblair@cinci.rr.com

Website

None

Began Operating

2005

Governing Authority

Board of Trustees, Veritas/Cesar Chavez Academy

- Edward Burdell
- Joseph Bacon
- Reba Dysart
- Michael Griffin
- Winifred Johnson
- Betty Lee
- Louis Mandell
- Jason Riveiro
- Robert Wegford
- LaQuita Wilson-Worono

MISSION

The mission of Veritas/Cesar Chavez Academy is to provide gifted students with a superior education that meets their individual needs and helps them thrive as productive learners and citizens of integrity.

EDUCATIONAL PHILOSOPHY

Veritas/Cesar Chavez Academy seeks to create a program designed to meet the needs of gifted students and English language learners to help them become leaders in the Hispanic and general communities.

SCHOOL CALENDAR

Veritas/Cesar Chavez Academy offers instruction twelve hours each day. All students begin with a base schedule of 7 a.m. to 5 p.m. Monday through Friday, a pace at which they can complete the minimum requirement of 920 hours in five months. Student schedules are then altered to create an individual schedule to meet the needs of each student.

GOVERNANCE

Previous Sponsor

None; school opened in the fall of 2005.

School Leader

In 2006-07, Dianne Ebbs became the new superintendent. Previously Mrs. Ebbs has served as a principal and teacher at several other schools in the Cincinnati area. She has a bachelor's degree in elementary education and a master's degree in curriculum and instruction, as well as several certificates in specialized areas of teaching and administration.

DEMOGRAPHICS

Student Composition 2006-07

Grades Served	K-12
Enrollment	29
Student Demographics	% of Students
African American	82
White	12
Hispanic	1
Other	5
Free and Reduced Lunch	65
Special Education	3

FACULTY

Number of Teachers

Veritas/Cesar Chavez Academy employs two licensed teachers, both of whom possess at least a bachelor's degree. The school is designed to operate with a ratio of no more than 21 students to one certificated teacher.

Teacher Demographics	% of teachers
Male	74
Female	26
White	100

Highly-qualified Teachers

In 2006-07, 100 percent of core academic subjects were taught by teachers considered "highly qualified" as defined under the federal No Child Left Behind Act.

Professional Development

Veritas/Cesar Chavez must fulfill all professional development requirements mandated by the state of Ohio, including blood-born pathogen training, child-abuse awareness training, and Heimlich/choking-prevention training. In addition, they were invited to attend training provided by the Fordham Foundation focusing on school governance, safety, and youth services.

COMPLIANCE REPORT

Compliance Reporting

Education Rating: Non-Compliant	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	No
Academic Rating: Not Rated	
Academic Performance Requirements	1/1
Goals for Academic Performance Using Common Indicators	N/A
Goals for Academic Performance Relative to Comparable Schools	N/A
The Community School is Attaining Its Own Distinctive Education Goals	0/1
Veritas/Cesar Chavez Academy has not shared its own distinctive education goals.	No
Financial Rating: Compliant	

Fiscal Reports Required (2006-2007)	3/3
Audit (most recent): FY06 Status: Not started	N/A
IRS Form 990 (submitted annually)	Yes
Bi-monthly Financial Reports	Yes
Five Year Budget Forecast	Yes
Governance Rating: Compliant	
Annual Report (2006-2007)	4/4
Mission Statement of the Community School	Yes
General school information and statistics, including grade levels served, and student demographics	Yes
Educational performance results obtained pursuant to Sections 4(a) and 4(b) of Exhibit IV of the contract for sponsorship	Yes
Financial information, including: cashflow statements, income statements and balance sheet information	Yes
Independent state fiscal audit results	N/A

*For detailed information regarding Education and Academic requirements, see performance section below.

SUMMARY OF FORDHAM COMPLIANCE ASSESSMENT

Education Rating: Non-compliant

Site visits conducted at Veritas/Cesar Chavez Academy indicated that the school was not following the Education Plan as set forth in its contract for sponsorship with the Fordham Foundation. The school is rated non-compliant in this category.

Academic Rating: Not Rated

Due to the small size of the student population at Veritas/Cesar Chavez Academy, the school did not receive a rating from the Ohio Department of Education. The number of students enrolled in each grade was below the state minimum subgroup size; consequently, no scores were reported.

Financial Rating: Compliant

In 2006-07, Veritas/Cesar Chavez Academy submitted all required fiscal documentation. The most recent

audit would be FY06 audit, which has not yet been started. The FY06 audit is scheduled to begin in 2008

Governance Rating: Compliant

The Veritas/Cesar Chavez Academy is rated compliant in the category of governance. As noted in the financial section of this report, the FY06 audit is scheduled to begin in 2008.

SCHOOL PERFORMANCE RESULTS

Assessments

Veritas/Cesar Chavez Academy participates in all state required tests.

Results

Veritas/Cesar Chavez Academy, like all Fordham-sponsored schools, must meet five requirements under state and federal law. These requirements are considered annually by Fordham when evaluating the performance of the school and when making

Academic Performance Requirements

INDICATORS ¹¹	School Performance	
	Participation	Achievement
Requirement 1: Made Adequate Yearly Progress (AYP)?	Yes	
Requirement 2: Made AYP in Reading?	N/A	N/A
Requirement 3: Made AYP in Mathematics?	N/A	N/A

renewal and non-renewal decisions regarding the contract.

The Accountability Plan of the Fordham Sponsorship Program reaches beyond these minimum requirements and considers a school's attainment of several additional goals. These goals are based on achievement data reported publicly by the state on the school's "local report card."

In 2006-07, the number of students enrolled in each grade at Veritas/Cesar Chavez was below the state minimum subgroup size and so no scores were publicly reported on state tests in any grade or subject.

OTHER PERFORMANCE INDICATORS

Attendance Rate

96.3 percent

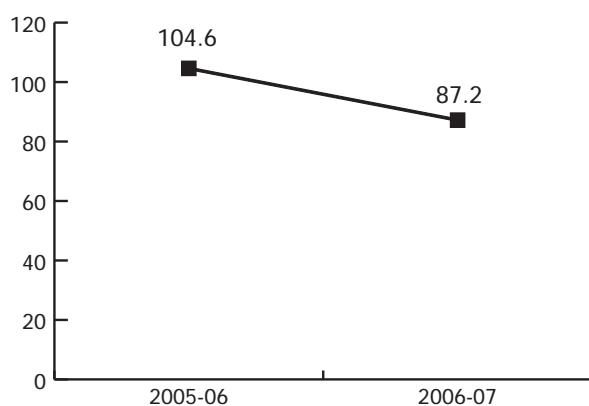
The Performance Index Score

The Performance Index (PI) score at Veritas/Cesar Chavez was 87.2, a decrease of 17.4 from the previous year. The PI provides an overall indication of how well students perform on all tested subjects in grades three, four, five, seven, and eight each year. The PI score is calculated by multiplying the percentage of students that are untested, below basic/limited, basic, proficient, accelerated, or advanced by weights ranging from 0 for untested to 1.2 for advanced students. The totals are then summed to obtain the school or district's PI score. PI scores range from 0 to 120, with 100 being the statewide goal for all students.

Goals for Academic Performance Using Common Indicators

INDICATORS	School Performance
Goal 1: Received rating of at least Continuous Improvement?	N/A
Goal 2: Averaged at least 5% growth on READING portions of state tests?	N/A
Goal 3: Averaged at least 5% growth on MATH portions of state tests?	N/A
Goal 5: Averaged at least 3% growth on WRITING portions of state tests?	N/A
Goal 7: Outperformed home district average on all portions of state tests?	N/A
Goal 8: Outperformed state community school average on all portions of state tests?	N/A

Note: Goals 4 and 6 were not included in this year's performance data because the state of Ohio did not test students in Science or Citizenship in 2006-07.



SOURCES

Mission, Educational Philosophy, Program, and Academic Calendar

Veritas/Cesar Chavez Academy's Contract for Fordham Sponsorship; print copy.

Student Enrollment and Demographic Information

Information obtained from the CSADM report used to determine the flow of funding to the schools.

Governance

Fordham Staff, electronic submission, and school self report.

Teacher Information

Ohio Department of Education website, 2006-07 school year data reported August 14, 2007.

<http://www.ode.state.oh.us/>.

Compliance

IRS form 990, as submitted to the Thomas B. Fordham Foundation.

Site visit reports.

AOIS Review.

Performance Data

Ohio Department of Education website, 2006-07 school year data reported August 14, 2007.

<http://www.ode.state.oh.us/>.

¹¹ Federal AYP requirements identify a series of standards that each school and district must reach. The school must meet all of these standards in order to make AYP (Requirement 1.) Two of the standards are targets for the percent of students who must participate in (95 percent) and score proficient or above in reading (Requirement 2). Another two standards are targets for the percent of students who must participate in (95 percent) and score proficient or above in mathematics (Requirement 3).

W.E.B. DUBOIS ACADEMY

Contact Name

Carlos Blair

Address

1812 Central Pkwy.
Cincinnati, OH 45214-2304

Telephone

513-651-9624

Contact Email

cblair@cinci.rr.com

Website

www.duboisacademy.org

Began Operating

2000

Governing Authority

Board of Trustees, W.E.B. DuBois Academy

- Edward Burdell
- Joseph Bacon
- Reba Dysart
- Michael Griffin
- Winifred Johnson
- Betty Lee
- Louis Mandell
- Jason Riveiro
- Robert Wegford
- LaQuita Wilson-Worno

MISSION

The mission of W.E.B. DuBois Academy is to provide students with a superior education that meets their individual needs and helps them thrive as productive learners and citizens of integrity.

EDUCATIONAL PHILOSOPHY

W.E.B. DuBois Academy believes in measurable academic results and seeks to break molds to achieve them, instituting increased instructional time, recruiting and rewarding outstanding teachers, and providing a style of explicit instruction that the students benefit from and enjoy. The school markets itself as “a private school education at a public school price.”

SCHOOL CALENDAR

Students at W.E.B. DuBois Academy attend school for 253 days per year, from 7 a.m. to 5 p.m., Monday through Friday.

GOVERNANCE

Previous Sponsor

Ohio Department of Education

School Leader

In 2006-07, Dianne Ebbs became the new superintendent. Previously she has served as a principal and teacher at several other schools in the Cincinnati area. She has a bachelor's degree in elementary education and a master's degree in curriculum and instruction, as well as several certificates in specialized areas of teaching and administration.

DEMOGRAPHICS

Student Composition 2006-07

Grades Served	K-12
Enrollment	209
Student Demographics	% of Students
African American	99
White	1
Hispanic	<1
Other	<1
Free and Reduced Lunch	66
Special Education	<1

FACULTY

Number of Teachers

W.E.B. DuBois Academy employs 17 licensed teachers, all of whom possess at least a bachelor's degree. The school is designed to operate with a ratio of no more than 25 students to one certified teacher.

Compliance Reporting

Education Rating: Non-Compliant	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	No
Academic Rating: Compliant	
Academic Performance Requirements	5/5
Goals for Academic Performance Using Common Indicators	1/3
Goals for Academic Performance Relative to Comparable Schools	0/2
The Community School is Attaining Its Own Distinctive Education Goals	0/1
W.E.B. DuBois Academy has not shared its own distinctive education goals.	No
Financial Rating: Non-Compliant	

Teacher Demographics	% of teachers
Male	41
Female	59
African-American	9
White	89
Asian	2

Highly-qualified Teachers

In 2006-07, 49.2 percent of core academic subjects were taught by teachers considered "highly qualified" as defined under the federal No Child Left Behind Act.

Professional Development

W.E.B. DuBois Academy must fulfill all professional development requirements mandated by the state of Ohio, including blood-born pathogen training, child-abuse awareness training, and Heimlich/choking-prevention training. In addition, they were invited to attend training provided by the Fordham Foundation focusing on school governance, safety, and youth services.

COMPLIANCE REPORT

Fiscal Reports Required (2006-2007)	3/4
Audit (most recent): FY03 (please see below for additional information) The W.E.B. DuBois Academy has been declared "unauditable" for the years FY04 and FY05 by the Ohio Auditor of State. "Unauditable" status automatically merits a financial rating of non-compliant in this report.	No
IRS Form 990 (submitted annually)	Yes
Bi-monthly Financial Reports	Yes
Five Year Budget Forecast	Yes
Governance Rating: Non-Compliant	
Annual Report (2006-2007)	4/5
Mission Statement of the Community School	Yes
General school information and statistics, including grade levels served, and student demographics	Yes
Educational performance results obtained pursuant to Sections 4(a) and 4(b) of Exhibit IV of the contract for sponsorship	Yes
Financial information, including: cashflow statements, income statements and balance sheet information	Yes
Independent state fiscal audit results The W.E.B. DuBois Academy has been declared "unauditable" for the years FY04 and FY05 by the Ohio Auditor of State. "Unauditable" status automatically merits a financial rating of non-compliant in this report.	No

*For detailed information regarding Education and Academic requirements, see performance section below.

SUMMARY OF FORDHAM COMPLIANCE ASSESSMENT

Education Rating: Non-compliant

Two site visits to the W.E.B. DuBois Academy during the 2006-07 school year indicated that the school was not following the Education Plan as set forth in its contract for sponsorship with the Fordham Foundation. The school is rated non-compliant in this category.

Academic Rating: Compliant

The W.E.B. DuBois Academy met all academic performance requirements in 2006-07 and is rated compliant in this category.

Financial Rating: Non-compliant

The W.E.B. DuBois Academy has been designated "unauditable" by the Ohio Auditor of State for the years FY04 and FY05. "Unauditable" status automatically merits a financial rating of non-compliant for purposes of this report. The FY06 audit has not been started, but is scheduled to begin in 2008.

Governance Rating: Non-compliant

The W.E.B. DuBois Academy has been designated "unauditable" by the Ohio Auditor of State for the years FY04 and FY05. "Unauditable" status automatically merits a governance rating of non-compliant for purposes of this report.

SCHOOL PERFORMANCE RESULTS

Assessments

W.E.B. DuBois Academy participates in all state-required tests.

Results

W.E.B. DuBois Academy, like all Fordham-sponsored schools, must meet five requirements under state and federal law. These requirements are considered annually by Fordham when evaluating the performance of the school and when making renewal and non-renewal decisions regarding the contract.

The Accountability Plan of the Fordham Sponsorship Program reaches beyond these minimum requirements and considers a school's attainment of several additional goals.

These are based on achievement data reported publicly by the state on the school's "local report card." Additional details regarding W.E.B. DuBois Academy's performance on each goal can be found on the following pages.

Goal 1: Received rating of at least Continuous Improvement?

Yes. In 2005-06, W.E.B. DuBois Academy received a rating of Effective. In 2006-07, the school received a rating of Continuous Improvement.

Academic Performance Requirements

INDICATORS ¹²	School Performance	
	Participation	Achievement
Requirement 1: Made Adequate Yearly Progress (AYP)?	Yes	
Requirement 2: Made AYP in Reading?	Yes	Yes
Requirement 3: Made AYP in Mathematics?	Yes	Yes

Goals for Academic Performance Using Common Indicators

INDICATORS	School Performance
Goal 1: Received rating of at least Continuous Improvement?	Yes
Goal 2: Averaged at least 5% growth on READING portions of state tests?	No
Goal 3: Averaged at least 5% growth on MATH portions of state tests?	No
Goal 5: Averaged at least 3% growth on WRITING portions of state tests?	N/A*
Goal 7: Outperformed home district average on all portions of state tests?	No
Goal 8: Outperformed state community school average on all portions of state tests?	No

Note: Goals 4 and 6 were not included in this year's performance data because the state of Ohio did not test students in Science or Citizenship in 2006-07.

**There were not enough students in grades four or six at W.E.B. DuBois for 2006-07 scores to be reported.*

Ohio has five school performance designations for public schools. The school designation is based on several measures (state indicators, performance index, AYP, and growth calculation) and is indicated on the chart below in black.

Excellent
Effective
Continuous Improvement (Fordham Goal)
Academic Watch
Academic Emergency

School Performance on Reading and Math

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change
	05-06	06-07		05-06	06-07	
3rd Grade	75	39	-49	50	33	-33
4th Grade	92	N/A	N/A	77	N/A	N/A
5th Grade	100	N/A	N/A	57	N/A	N/A
6th Grade	100	90	-10	71	70	-2
7th Grade	92	N/A	N/A	75	N/A	N/A
8th Grade	100	N/A	N/A	93	N/A	N/A
Overall	94	61	-35	71	50	-29

Goal 2: Averaged at least 5 percent growth on READING portions of state tests?

No. The percentage of W.E.B. Dubois Academy students meeting reading standards fell by 35 percent between 2005-06 and 2006-07.

Goal 3: Averaged at least 5 percent growth on MATH portions of state tests? No. The percentage of W.E.B. Dubois Academy students meeting math standards fell by 29 percent between 2005-06 and 2006-07.

Goal 5: Averaged at least 3 percent growth on WRITING portions of state tests?

Not applicable. In 2006-07, W.E. B. Dubois Academy did not have enough students in fourth or seventh grade, the grades tested in writing, for writing scores to be reported.

Goal 7: Did school outperform the home district average on all three portions of the state tests?

No. In 2006-07, across three subject areas, W.E.B. Dubois Academy's percentage proficient was an average of 6 points lower than Cincinnati Public Schools' percentage proficient.

Goal 8: Did school outperform the state community school average on all three portions of state tests?

*Percent Meeting State Standards Compared
to Home District and State Community School Average, 2006-07*

	W.E.B. DuBois Academy	Cincinnati Public School District	Difference	State Community School Average	Difference
Reading	61	59	1%	64	-3
Math	50	63	-13%	57	-7

No. In 2006-07, across three subject areas, W.E.B. Dubois Academy's percentage proficient was an average of 5 points lower than the statewide charter schools' average percentage proficient.

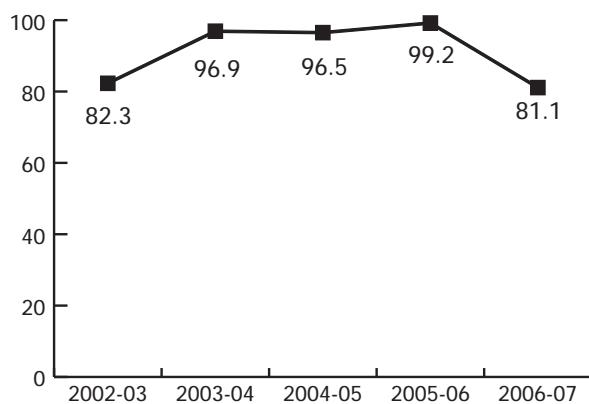
In the future, Ohio will utilize a system of value-added measurements which will allow schools and districts to measure the progress of individual students over time. All Fordham schools will participate in the value-added system. Because of the new state system under development, Fordham has chosen not to require its schools to develop their own systems for measuring individual student progress.

In 2006-07, Fordham offered schools the option to report their progress on their own distinctive education goals. None of the schools took advantage of this opportunity.

OTHER PERFORMANCE INDICATORS

Attendance Rate

95.6 percent



The Performance Index Score

The 2006-07 Performance Index (PI) score at W.E.B. Dubois Academy was 81.1, a decrease of 18.1 from the previous year. The PI provides an overall indication of how well students perform on all tested subjects in grades three, four, five, seven, and eight each year. The PI score is calculated by multiplying the percentage of students that are untested, below basic/limited, basic, proficient, accelerated, or advanced by weights ranging from 0

for untested to 1.2 for advanced students. The totals are then summed to obtain the school or district's PI score. PI scores range from 0 to 120, with 100 being the statewide goal for all students.

Accreditation

In 2005, W.E.B. DuBois Academy was the first charter school in Ohio to gain national accreditation from the American Academy of Liberal Education (AALE).

SOURCES

Mission, Educational Philosophy, Program, and Academic Calendar

W.E.B. DuBois Academy's Contract for Fordham Sponsorship; print copy.

Student Enrollment and Demographic Information

Information obtained from the CSADM report used to determine the flow of funding to the schools.

Governance

Fordham Staff, electronic submission, and school self report.

Teacher Information

Ohio Department of Education website, 2006-07 school year data reported August 14, 2007. <http://www.ode.state.oh.us/>.

Compliance

Annual Audits for W.E.B. Dubois Academy, from Office of Auditor of State, available at: <http://www.auditor.state.oh.us/AuditSearch/Search.aspx>.

IRS form 990, as submitted to the Thomas B. Fordham Foundation.

Site visit reports.

AOIS Review.

Performance Data

W.E.B. Dubois Academy: 2006-2007 School Year Report Card. Ohio Department of Education, pub-

lished August 14, 2007. <http://www.ode.state.oh.us/reportcardfiles/2006-2007/BUILD/133405.pdf>.

W.E.B. Dubois Academy: 2005-2006 School Year Report Card. Ohio Department of Education. <http://www.ode.state.oh.us/reportcardfiles/2005-2006/BUILD/133405.PDF>.

¹² Federal AYP requirements identify a series of standards that each school and district must reach. The school must meet all of these standards in order to make AYP (Requirement 1.) Two of the standards are targets for the percent of students who must participate in (95 percent) and score proficient or above in (70.6 percent) reading (Requirement 2). Another two standards are targets for the percent of students who must participate in (95 percent) and score proficient or above in (53.3 percent) mathematics (Requirement 3).

Appendix A:

Study Methodology

Survey

In mid-March, a satisfaction survey for parents and faculty was distributed to all nine schools. Six schools participated in the parent satisfaction survey, and a total of 748 parents responded. Five schools participated in the faculty survey, and a total of 104 faculty (teachers, school leaders, and other staff) responded. Because the schools did not keep track of how many surveys were distributed, we cannot calculate a precise response rate.

Overall Proficiency Rates for Fordham-Sponsored Schools

The percentage of students attending Fordham-sponsored schools who were proficient in each grade and subject was calculated using a weighted average of the percentage of students at each school who were proficient in that grade and subject, weighted by the number of students at the school tested in that grade and subject.

District and State Charter School Average Proficiency Weights

All district and state charter school proficiency levels were weighted according to the percentage of Fordham charter school students in each grade level. Using this method, the proficiency levels are a more accurate comparison because, if for example, 3rd graders made up 25% of the students tested in the Fordham schools, 3rd grade scores would also make up 25% of the proficiency level that is being used as a comparison.

The overall district average to which the overall Fordham schools' proficiency rates were compared in the front section of the report was an average of the district proficiency rates in each subject and grade for Cincinnati, Dayton and Springfield district school, weighted by both the number of Fordham students in each grade and the percentage of Fordham students who attended the Fordham

schools located in each of the three districts. For example, since the Dayton District had the highest percentage of Fordham students, the Dayton district was weighted the most heavily.

Goals 2 through 6: Percent Change

To determine whether a school met Goals 2 through 6, the percent change in the percentage of proficient students from 2004-05 to 2005-06 was calculated as follows. The gain in percent proficient from 2004-05 to 2005-06 was calculated (e.g., 4th graders at Dayton View Academy went from 40.7% proficient in reading to 54.1% proficient in reading, a gain of 13.4 percentage points). This number was then used to calculate what percent of the previous year's score the year to year gain represented (in this case, 13.4 percentage points was 32.9% of Dayton View's 2004-05 percentage proficient in 4th grade reading – 40.7%). The result of this calculation was the percent growth (in this case, the percentage of Dayton View's 4th graders who were proficient in reading grew by 32.9%). One hundred percent growth would mean that the percent of students who were proficient had doubled; 50% growth would mean this year's proficiency rate was one and one half times last year's score. The percent growth was then compared to the growth goal to determine if the school met the goal for each grade in each subject measured.

Goals 7 and 8: Comparison to District and Charter School Performance

The overall percent proficient for each subject at each school was calculated using a weighted average of the proficiency scores for each grade tested in the subject, weighted by the number of students tested in each grade. These overall proficiency rates were then compared to overall proficiency rates for the district in which the school was located and for the

state's charter schools. The district and state charter school proficiency levels were weighted according to the percentage of the school's students in each grade level. Using this method, the proficiency levels are a

more accurate comparison because, if for example, 3rd graders made up 25% of the students tested in the Fordham schools, 3rd grade scores would also make up 25% of the comparison proficiency level.

Appendix B: Accountability Plan

EXHIBIT 4 ACCOUNTABILITY PLAN FOR PRIMARY AND MIDDLE SCHOOLS

Pursuant to Article IV of this Contract, the Accountability Plan constitutes the agreed upon assessments, performance indicators and expectations that the SPONSOR will use to evaluate the performance of the Community School, on an annual basis, when considering the renewal or non-renewal of this Contract pursuant to Article II of this Contract.

In addition, Sections 4(a) and 4(b) of this Exhibit may be used as one basis for a probation decision, pursuant to Article VIII of this Contract, or suspension decision pursuant to Article IX of this Contract, or a termination decision pursuant to Article X of this Contract.

Key Questions used by the SPONSOR in gauging the Community School's Academic Success

- 1) Is the Community School making "adequate yearly progress" under the federal No Child Left Behind act, as implemented in Ohio? See **Section 4(a) of this Exhibit, Requirements 1-3.**
- 2) Is the Community School making significant gains on Ohio's state-mandated tests and in the Ohio Department of Education's system of accountability? See **Section 4(b) of this Exhibit, Goals 1-6.**
- 3) Is the Community School outperforming comparable schools (e.g. local district schools, and community schools statewide)? See **Section 4(c) of this Exhibit, Goals 7 and 8.**
- 4) Are the students enrolled in the Community School making substantial and adequate

academic gains over time, as measured using value-added analysis? See **Section 4(d) of this Exhibit, Goals 9 and 10.**

- 5) Is the Community School attaining its own distinctive education goals? See **Section 4(e) of this Exhibit, School-Specific Indicators of Performance.**

COMMON INDICATORS OF ACADEMIC PERFORMANCE

Though each Community School develops unique indicators of academic success vis a vis its particular education goals, each school's success is also measured by common indicators. These common indicators, largely required by state and federal law, will ensure that the SPONSOR and the Governing Authority have basic and objective information about the school's academic performance. Questions one through four above can be answered through the use of common indicators of success.

Each school must take required state achievement tests in reading, mathematics, writing, science and citizenship. As the state's assessment system makes the transition from administering "proficiency tests" in grades four, six and nine to administering "achievement tests" in grades three-eight, these common indicators will change from 2005-06 to 2007-08. These state assessments will serve as the primary common indicators of performance for all schools sponsored.

Section 4(a) of EXHIBIT 4 ACADEMIC PERFORMANCE REQUIREMENTS FOR THE COMMUNITY SCHOOL

IS THE COMMUNITY SCHOOL MAKING "ADEQUATE YEARLY PROGRESS" UNDER THE FEDERAL NO CHILD LEFT BEHIND ACT, AS IMPLEMENTED IN OHIO?

Meeting these goals is required under state and federal law, and will be considered annually by the SPONSOR in evaluating the performance of the Community School and in making renewal and non-renewal decision regarding this Contract.

In addition, this Section 4(a) of this Exhibit may be used as one basis for a probation decision, pursuant to Article VIII of this Contract, or suspension decision pursuant to Article IX of this Contract, or a termination decision pursuant to Article X of this Contract.

Requirement 1: The Community School will make Adequate Yearly Progress (“AYP”).

Requirement 2: The Community School will make AYP in both Reading Participation and Reading Achievement, as defined by the Ohio Department of Education.

Requirement 3: The Community School will make AYP in both Mathematics Participation and Mathematics Achievement, as defined by the Ohio Department of Education.

to Article VIII of this Contract, or suspension decision pursuant to Article IX of this Contract, or a termination decision pursuant to Article X of this Contract.

Goal 1: The Community School will be rated at least Continuous Improvement and making visible progress towards Effective and ultimately Excellent as defined by the Ohio Department of Education.

Goal 2: The Community School will average at least five percent growth on all reading portions of the state’s proficiency/achievement tests each year, until at least 75 percent of all students are at proficient or above.

Goal 3: The Community School will average at least five percent growth on all mathematics portions of the state’s proficiency/achievement tests each year, until at least 75 percent of all students are at proficient or above.

Goal 4: The Community School will average at least three percent growth on all science portions of the state’s proficiency/achievement tests each year, until at least 75 percent of all students are at proficient or above.

Goal 5: The Community School will average at least three percent growth on all writing portions of the state’s proficiency/achievement tests each year, until at least 75 percent of all students are at proficient or above.

Goal 6: The Community School will average at least three percent growth on all citizenship portions of the state’s proficiency/achievement tests each year, until at least 75 percent of all students are at proficient or above.

The performance of the Community School on the state tests specified in Section 4(b) of this Exhibit will be presented by the Ohio Department of Education on the report card of the Community School, in the SPONSOR’S annual accountability report of sponsored schools, and in the Community School’s annual report pursuant to Article III(D) of this Contract.

Section 4(b) of EXHIBIT 4

GOALS FOR ACADEMIC PERFORMANCE OF THE COMMUNITY SCHOOL USING COMMON INDICATORS

IS THE COMMUNITY SCHOOL MAKING SIGNIFICANT GAINS ON OHIO’S STATE-MANDATED TESTS AND IN THE OHIO DEPARTMENT OF EDUCATION’S SYSTEM OF ACCOUNTABILITY?

A school’s degree of success in attaining these goals will influence the SPONSOR’S decision to renew the Contract. These are achievement goals reported publicly by the state on the school’s “state report card,” and the results demonstrate school effectiveness to the school’s parents and to the community.

In addition, this Section 4(b) of this Exhibit may be used as one basis for a probation decision, pursuant

Section 4(c) of EXHIBIT 4

GOALS FOR ACADEMIC PERFORMANCE OF THE COMMUNITY SCHOOL RELATIVE TO COMPARABLE SCHOOLS

IS THE COMMUNITY SCHOOL OUTPERFORMING COMPARABLE SCHOOLS (E.G. LOCAL DISTRICT SCHOOLS, AND COMMUNITY SCHOOLS STATEWIDE)?

These are goals the Community School should strive to achieve and will be used by the SPONSOR not only in evaluating the progress of the Community School on an annual basis but also in making renewal and non-renewal decision regarding this Contract. Attainment of these goals may be used by the Community School or the SPONSOR (with the school's permission) to demonstrate school effectiveness to the school's parents and to the community:

Goal 7: The Community School will outperform the home district average – the district in which it is located – on all reading, mathematics, science, writing and citizenship portions of the state's proficiency/achievement tests each year.

Goal 8: The Community School will outperform the state community school average on all reading, mathematics, science, writing and citizenship portions of the state's proficiency/achievement tests each year

Section 4(d) of EXHIBIT 4

GOALS FOR THE ACADEMIC PERFORMANCE OF STUDENTS ENROLLED IN THE COMMUNITY SCHOOL OVER TIME

ARE THE STUDENTS ENROLLED IN THE COMMUNITY SCHOOL MAKING SUBSTANTIAL AND ADEQUATE GAINS OVER TIME, AS MEASURED USING VALUE-ADDED ANALYSIS?

A school's degree of success in attaining these goals will influence the SPONSOR'S decision to renew the Contract:

Goal 9: To participate in good faith with the SPONSOR to develop and implement a value-added assessment in reading and mathematics by the conclusion of the 2006-07 school year.

Goal 10: To use the developed value-added assessment in reading and mathematics in each of the 2007-08, 2008-09 and 2009-10 school years.

Section 4(e) of EXHIBIT 4

SCHOOL-SPECIFIC INDICATORS OF PERFORMANCE

IS THE COMMUNITY SCHOOL ATTAINING ITS OWN DISTINCTIVE EDUCATION GOALS?

A school's degree of success in attaining these goals will influence the SPONSOR'S decision to renew the Contract. These are goals the Community School should strive to achieve, and these could be used by the Community School or the SPONSOR (with the school's permission) to demonstrate school effectiveness to the school's parents and to the community:

Since each community school is unique, it has distinctive goals of its own in addition to those reflected in the common indicators. If it doesn't already have them, the Community School will develop its own school-specific performance goals within one year of signing the Contract. These goals will spell out how the school defines success, beyond standardized test scores, and how its progress toward these sui generis goals will be measured, using what benchmarks and indicators of performance.

The SPONSOR will provide support and feedback to help the school define its own goals, timelines for meeting these goals, and sound, appropriate indicators for objectively tracking progress toward them. Upon completing these goals, as well as their indicators for success and appropriate timelines, they will be included within this Exhibit and this

Exhibit will be amended to incorporate these school-specific indicators of performance. The sponsor will hold the Community School accountable for making progress toward these goals in a manner consistent with goals stated in this Exhibit.

Defining School-Specific goals – an example

Goal: The Community School will have 100 percent of its eighth-grade graduates entering “high-quality” academic high schools that will prepare them for college entry.

Measurable Target: The Community School will see an increase of, on average, five percent in the numbers of eighth-graders entering “high-quality” academic high schools until it achieves 100 percent.

Setting the baseline: In 2005-06, the Community School has 50 percent of its graduating eighth-graders enter “high-quality” academic high schools.

Metric: The Community School will track the schools where its graduating eighth-graders go; the school will track how many of these students graduate from a chosen quality high school; the school will track how many of these students graduate from any high school; and the school will seek to track the percentage of its students that ultimately go onto college or university study.

Section 4(f) of EXHIBIT 4 INDICATORS OF SCHOOL PERFORMANCE IN NON-ACADEMIC AREAS

The information the SPONSOR will evaluate in order to assess the financial health and quality of governance of the Community School will include, but will not necessarily be limited to, the following:

FISCAL REPORTS REQUIRED BY STATE LAW (IN ADDITION TO ANNUAL SCHOOL REPORT DESCRIBED BELOW)

- The Community School will undergo an annual audit performed by the Office of the

Auditor of the Ohio and provide the findings of this audit to the SPONSOR and the Legislative Office of Education Oversight or any other state agency or office.

- The Community School will submit an annual IRS form 990, and provide a copy to the SPONSOR.
- The Community School will submit to the SPONSOR bimonthly fiscal reports, including cashflow and income statements and balance sheet information.
- The Community School will submit to the SPONSOR, on an annual basis, a Five Year Budget Forecast.

ANNUAL REPORT REQUIRED BY STATE LAW

Pursuant to Article III (D) of this Contract, the Community School will submit to the SPONSOR, to the parents of all students enrolled in the Community School and the Legislative Office of Education Oversight or any other state agency or office electronically and in hard copy an annual report containing, at a minimum

- The mission statement of the Community School;
- General school information and statistics, including grade levels served, student demographics (e.g., disaggregated for sub-groups including number of students on free or reduced lunch recipient, etc.), school mission (whether college preparatory or drop out recovery) and the name of teachers and subject areas taught;
- Educational performance results obtained pursuant to Sections 4(a) and 4(b) of this Exhibit, Requirements 1-3 and Goals 1-6.
- Financial information, including: cashflow statements, income statements and balance sheet information; and
- Independent and state fiscal audit results



The Thomas B. Fordham Foundation
400 East Fifth Street, Suite 250
Dayton, Ohio 45402

Telephone: 937-227-3368
Fax: 937-443-0098

www.edexcellence.net

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